



COURSE CATALOGUE 2018-2019

Master in Management 2nd Year

**English Track
Core courses**

Autumn 2018

SUMMARY

MiM2 – Core courses - Business Ethics.....	3
MiM2 – Core courses - Corporate Governance.....	5
MiM2 – Core courses - Jeu d'entreprise final MiM2 – Final business game	6
MiM2 – Core courses - Strategic management.....	7
Français et Culture - French - Elementary	9
Français et Culture - French - Intermediate.....	10
Français et Culture - French - Advanced 1.....	12
Français et Culture - Intercultural Management and Communication	14

IMPORTANT INFORMATION

→ Vous pouvez choisir dans ce catalogue des cours de tronc commun en anglophone et pouvez choisir 1 seule spécialisation dans le catalogue "Master in Management 2 - Grande Ecole Programme Specialisations (Autumn 2018)".

In this catalogue, you can select core courses in English and you can choose only 1 specialisation in the catalogue "Master in Management 2 - Grande Ecole Programme Specialisations (Autumn 2018)".

→ Si vous choisissez la spécialisation Corporate Finance (CF), vous ne pouvez choisir comme cours de tronc commun seulement le module "Intercultural Management and Communication".

If you select Corporate Finance (CF) specialisation, you can only choose the "Intercultural Management and Communication" core course.

→ Si vous choisissez la spécialisation Communication Événementielle (CE) ou la spécialisation Contrôle Financier (CFi), il n'est pas possible de choisir le module de tronc commun "Intercultural Management and Communication" pour des raisons d'emploi du temps. ***If you choose Communication Evenementielle (CE) specialisation or Contrôle Financier (CFi) specialisation, it won't be possible for you to take the "Intercultural Management and Communication" core course due to timetable.***

→ Si vous choisissez la spécialisation Digital Leadership (DL) enseigné sur le campus de Lyon, il n'est pas possible de choisir le module de tronc commun "Jeu d'entreprise final MiM2", ni de choisir des cours de Français et Culture. ***If you choose Digital Leadership (DL) specialisation taught in Lyon Campus, it won't be possible for you to take the "Jeu d'entreprise final MiM2" core course, nor Français et Culture core courses.***

All course descriptions are based are provisional and can be subject to change.

MiM2 – Core courses - Business Ethics

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Autumn

Module's Manager: CELSE Jérémy

Pre-requisites: None

Description: The course is splitted into four distinct parts, each part taught by a world specialist of the topic. Each part focuses on a different aspect of Business Ethics. The course aims at studying the principles of professional conduct, the Reputation effects and governance connected to Finance and accounting conducts and Corporate management. The course will present the state of the art research on the topic.

Dr Shahar Ayal's course description: The term Ethical Dissonance (Ayal & Gino, 2011, Barkan, Ayal & Ariely, 2015) refers to the inconsistency between a person's unethical behavior and the need to maintain a moral self-image. In our course, we will identify the main adjustment strategies people use to reduce anticipated or experienced ethical dissonance. Specifically, we will demonstrate and discuss four psychological mechanisms that enable people to rationalize and condone their unethical behavior: - Turning their ethical violation to a pro-social act by focusing on the ways it benefits others (Altruistic Cheating) - Social norms and comparison to others - Employing moral cleansing strategies to turn over a new leaf in their moral ledger (confession, moral licensing and etc.) - Adopting a strict ethical code toward the unethical failures of other people. • In the last hour of the course, I will build on these insights and present a 3-principle framework that classifies forces that affect dishonesty into categories and then redirects those forces to encourage moral behavior. Dr Shaul Shalvi's course description: 6 tips to honest organizations: moral reminders, intrinsic motivation, choice architecture, deliberation, norms, feedback Dr Wolfgang Steinel's course description: The course will adopt a psychological perspective. We will examine the relationship between conflicts and (un)ethical behaviours. The course will provide recommendations to foster ethical behaviours and curb unethical decisions.

Learning objectives: Enabling students to understand the reasons of current ethics fashion. Developping usual and recent approaches of business. Helping students to build their own ethical orientation. Competencies targeted by this course (see the Portfolio of Generic and Professional Competencies PGE) 1) GK4.1: To be acquainted with, to understand and to be capable of explaining the behaviour of individuals and groups within organisations 2) GK4.8: To be acquainted with and to understand the principal concepts, patterns of behaviour and tools associated with business ethics 3) GS1: To know how to analyse and solve a problem and to know how to structure one's thinking

Methodology: Course presentation and debate with students.

Assessments:

Continuous individual assessment - Quizz 70%

Final individual assessment – Individual dossier 30%

Skills:

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

MGE GK 04.08 - To be acquainted with and to understand the principal concepts, patterns of behaviour and tools associated with business ethics

MGE GS 01 - To know how to analyse and solve a problem and to know how to structure one's thinking

References:

VELASQUEZ Manuel G. (2002), Business ethics : concepts and cases, Prentice Hall, 111.85 VEL

CRANE Andrew (2010), Business ethics : managing corporate, citizenship and sustainability in the age of globalization, Oxford University Press, 111.85 CRA

BOWIE Norman E. (2011), Business ethics for dummies, John Wiley & Sons, 111.85 BOW

TREVINO Linda Klebe (2010), Managing business ethics : straight talk about how to do it right, John Wiley & Sons,, 111.85 TRE

GIACALONE Robert A. (2005), Positive psychology in business ethics and corporate responsibility, IAP, 164.63 GIA

PRATLEY Peter (1995), The essence of business ethics, Prentice Hall,, 111.85 PRA

MiM2 – Core courses - Corporate Governance

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Autumn

Module's Manager: ALLEMAND Isabelle

Pre-requisites: None

Description: The aim is to understand what is meant by corporate governance. Different questions will be studied: - Board of Directors - focus on diversity - focus on networks - The role of shareholders - networks of directors and managers - Internal control and risk management - governance and CSR: how to manage diversity

- Board of Directors - focus on women directors - focus on networks - The role of shareholders - networks of directors and managers - Internal control and risk management - governance of other kinds of organizations - governance and CSR: how to manage diversity

Learning objectives: GK 1.4. : To understand the workings of the various legal forms of firms GK 3.6. : To know how to carry out reflection on the governance of a firm GS 7.2. : To know how to summarise information or an analysis when reporting back

Methodology: teaching language : english

Teaching tools: E-learning. Cases. Course support. Work

Pedagogical methods: Researches. Discussion groups

Assessments:

Continuous individual assessment – Written exam 50%

Continuous collective assessment – Collective dossier 50%

Skills:

MGE GK 01 - To be acquainted with the economic, legal and political environment of the firm

MGE GK 01.04 - To understand the workings of the various legal forms of firms

MGE GK 03 - To be acquainted with the fundamentals of accounting, management control and finance

MGE GS 07 - To know how to communicate effectively, both orally and in writing

References:

KIM Kenneth A. (2010), Corporate governance, Prentice Hall,, 111.23 KIM

SALMON W. J. (2000), Harvard business review on corporate governance, Harvard Business School Press, XXXXX

SHLEIFER Andrei (1996), A survey of corporate governance, NBER (National Bureau of Economic Research), 111.23 SHL

ZENOU Emmanuel (), At the origins of female director's networks : a study of the french case, ,

GALIA Fabrice (), Board composition and forms of innovation : does diversity make a difference ?, ,

ALLEMAND Isabelle (), Exploring the role of board of directors in cooperatives: lessons for Microfinance, ,

ALLEMAND Isabelle (), Recommendations for board of directors from the co-operative model,,

MiM2 – Core courses - Jeu d'entreprise final MiM2 – Final business game

Time volume (in hour): 14 **Total student workload:** 60 **ECTS:** 2 **Semester:** Autumn

Module's Manager: BORNIER Alexandrine

Pre-requisites: Acquis en finance, marketing, fiscalité et stratégie.

Description: Simulation d'entreprise en ligne

Au sein d'une équipe, définir et adapter une stratégie d'entreprise pour accroître les ventes et la rentabilité dans un univers concurrentiel.

Learning objectives: Appréhender le fonctionnement général d'une entreprise Comprendre les relations entre les différentes dimensions de la gestion d'une entreprise Identifier l'impact des concurrents sur la performance de l'entreprise Améliorer la capacité des participants à prendre des décisions Favoriser le travail d'équipe et le leadership

Methodology: Pédagogie par la simulation en ligne et en équipe 7 séances de 2 heures

Teaching tools: Manual

Pedagogical methods: Simulations. Internet. Games

Assessments:

Continuous collective assessment - Collective case study 50%

Continuous collective assessment - Collective synthesis 50%

Skills:

MGE GK 01 - To be acquainted with the economic, legal and political environment of the firm

MGE PS MKG 01 - To be acquainted with and to keep an eye on one's market, one's competitors, one's products and one's clients

MGE GK 02 - To be acquainted with the fundamentals of marketing and sales

MGE GK 03 - To be acquainted with the fundamentals of accounting, management control and finance

References:

Manuel (FR) :
http://manuals.cesim.com/get/?filename=Decision_making_guide&sim=globalchallenge&locale=fr_FR
Manual (EN) :
http://manuals.cesim.com/get/?filename=Decision_making_guide&sim=globalchallenge&locale=en_EN

MiM2 – Core courses - Strategic management

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Autumn

Module's Manager: INGHAM Marc

Pre-requisites: None

Description: The lecture describes and studies the four stages of the strategic management process: strategic diagnosis; strategy formulation; strategy implementation, control and evaluation. Concepts and tools relating to each phase are presented and critically discussed. Emphasis is put on the alignment between business and corporate strategies and organisational structures in a dynamic perspective of strategic and organizational change. The course is built around a case study that provides students with the opportunity of performing each stage, and of taking the ownership of concepts and tools by applying the theoretical/conceptual frameworks..

This course covers two central parts. The first deals with conceptual/theoretical developments: Strategic diagnosis - Strategic positioning: mission statement, strategic orientations and options, selection of resources, dynamic relations between strategy and organisational structures, control and evaluation of strategy. After having presented the central concepts and interdependent dimensions of strategic management (strategies-structures- culture) participants are invited to deepen their understanding of their dynamics in a variety of contexts (industries, internationalisation, innovation,etc...) along complementary perspectives:planning, positioning, identification and leveraging of external and internal resources. Students are invited to deepen their knowledge regarding strategic options (specialisation, related and unrelated (conglomerate)diversification, vertical integration, internationalisation and their impact on organisational structures.

Learning objectives: To understand strategic management process, strategy planning and their organisational impact. To take the ownership of concepts and behaviours required to elaborate, implement and evaluate a strategy. To integrate, in a strategic management perspective, dimensions of finance, organisational behaviour and marketing. To apply concepts and methods of strategic management through an in-depth case study. To reach these objectives, the pedagogical method combines- preparatory readings,lectures, mini case and one integrative case study. Emphasis is put during the first part of the course on the theoretical/conceptual. The learning process is essentially individual. During the second part, participants work in sub-groups to conduct an in-depth analysis of a case. Learning is both individual and collective. These learning objectives correspond to the following competencies GK4.5 GS1 (GS1.1, GS1.2, GS1.3, GS1.4 GS1.5, GS1.6)GS.5, GS.7 .(GS7.1,GS7.2,GS7.3) and GS9 (GS9.1,GS9.2,GS9.3) as they are presented in the referential for competencies.

Methodology: Theoretical inputs combined with a case study that integrates central dimensions of strategic management.

Teaching tools: Cases. DVD - Video support. Periodical. Course support

Pedagogical methods: Critical analysis. Case studies

Assessments:

Continuous collective assessment – Collective case study 60%

Continuous individual assessment – Individual oral presentation 40%

Skills:

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

MGE GK 04.05 - To master the operational tools and methods to design, implement and evaluate a strategy

References:

HAMEL Gary (1994), *COMPETING FOR THE FUTURE*, Harvard Business School Press, 113.55 HAM

PORTER Michael E. (1985), *COMPETITIVE ADVANTAGE : CREATING AND SUSTAINING SUPERIOR PERFORMANCE*, The Free Press, XXXXX

PORTER Michael E. (1980), *COMPETITIVE STRATEGY : TECHNIQUES FOR ANALYSING INDUSTRIES AND COMPETITORS*, The Free Press, XXXXX

PORTER Michael E. (1998), ON COMPETITION, Harvard Business School Press, 111.25 POR
MINTZBERG Henry (1998), READINGS IN THE STRATEGY PROCESS, Prentice Hall, XXXXX
GHEMAWAT Pankaj (2001), Strategy and the business landscape : core concepts, Prentice Hall, XXXXX
KAPLAN Robert S. (1997), The balanced scorecard : translating strategy into action, Harvard Business School Press, 113.18 KAP
MINTZBERG Henry (2003), The strategy process : concepts, contexts, cases, Pearson Education, 113.55 MIN

Français et Culture - French - Elementary

Time volume (in hour): 30 **Total student workload:** 60 **ECTS:** 3 **Semesters:** Autumn

Module's Manager: INGHAM Chantal

Pre-requisites: no

Description: This class is a general teaching of "french as a foreign language" with a slight introduction to "business french". The aim of this course is to bring the student to be able to make a simple and coherent speech. it also brings the student to be able to act and interact by writing and speaking about its personal and public surrounding.

Vocabulary : family, professions, house -daily life : school, purchases, meals -shops, restaurant, receptions desks -public transports -directions, weather **Grammar :** - tenses : present, present perfect, past continuous, future, near future - pronouns subject - possessive and demonstrative adjectives - interrogation - indefinite, definite articles, uncountables - few spatial prepositions and adverbs for directions

Learning objectives: PGE GK06 to be able to communicate in foreign languages 1. Communicate in a simple way about familiar and daily topics such as : nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels. 2. to know the grammar described in the detailed content below 3. to briefly describe past, present and future activities 4. to ask personal questions and to answer them and then to talk freely about that subject 5. to recognize actual words and phrases and to understand informative short texts 6. to orally understand the main subject of an audio extract and to be able to discuss about the topic

Methodology: Pedagogical teaching : learning french has to be done in an approach including action where classes are considered as a francophone social place. the students will be put in simulated or natural situation of communication. They will be acting in concrete daily situation. Pedagogical tools : french as a foreign language method, french on specific purpose, audio and video, eLearning. Pedagogical objectives : prepare the student to be ready for interacting easily with french speakers in public or professional domain. Pedagogical methods : written and oral exercises including linguistic tasks, simulations of real situations, acting.

Teaching tools: CD - Support Audio. E-learning. Course support. Compact audio cassette

Pedagogical methods: Oral presentations. Debates. Internet

Assessments:

Continuous individual assessment 100%

References:

- Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011. - Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017 - Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010. - Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010. - Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014 - Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015 - Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013.

Français et Culture - French - Intermediate

Volume horaire en face à face : 30 Charge de travail totale : 60 ECTS: 3 Semestre : Automne

Responsable du module : INGHAM Chantal

Pré-requis: se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description: ce module est un enseignement généraliste du français langue étrangère (FLE) avec introduction partielle de l'enseignement du français des affaires (FOS). Le module vise à amener l'étudiant à produire un discours simple et cohérent, agir et interagir sur des sujets du domaine personnel et public dans un contexte français à l'oral et à l'écrit

Lexique : - La vie quotidienne : les loisirs, les sorties, les achats, les vêtements, les moyens de transport, les voyages... - Les personnes : la description physique, le caractère, les sentiments / les émotions - Les événements : rencontres, accidents, incidents... - Le monde professionnel : l'entreprise, l'emploi / le travail - Les médias : les programmes télévisés, les journaux, la radio, Internet, quelques su-jets d'actualité (vie quotidienne et faits de société) Grammaire : - Les temps du passé : passé composé ou imparfait ; l'accord du participe passé ; le plus-que-parfait - Les temps du futur : futur proche ; futur simple ; futur antérieur - Le conditionnel présent et passé - Le discours rapporté au présent et au passé - La concordance des temps - Le subjonctif - Le passif - Les pronoms relatifs simples (qui, que, où, dont, ce qui / que / dont) et la mise en re-lief (ce qui / que, c'est...qui / que) - Les pronoms relatifs composés - Les indicateurs temporels et spatiaux - Les articulateurs chronologiques du discours (d'abord, ensuite, enfin / premièrement, deuxièmement...) - Les articulations logiques simples : cause, conséquence, opposition (donc / puisque / comme / alors / pourtant / alors que...)

Objectifs d'apprentissage : PGE GK06 to be able to communicate in foreign languages L'apprenant doit être capable : • d'utiliser le vocabulaire thématique étudié concernant des sujets tels que : le portrait moral et physique, les loisirs, le travail, les voyages, l'actualité • de maîtriser les formes grammaticales indiquées dans le contenu détaillé du module • de résumer une source d'informations factuelles : en faire le rapport, justifier des actions et donner son opinion • de commencer, poursuivre et terminer une conversation sur des sujets du domaine personnel et public (portrait moral et physique, loisirs, travail, voyages) • de comprendre les points significatifs d'un article de journal • de comprendre une information factuelle contenue dans un document audiovisuel : travail, école, loisirs, voyages

Démarche pédagogique : Démarche pédagogique : l'apprentissage du français est organisé selon l'approche actionnelle, d'après laquelle la classe de langue est considérée comme un espace social francophone qui place les étudiants dans des situations de communication simulées ou naturelles et les fait agir comme des acteurs sociaux. Outils pédagogiques : méthodes de français langue étrangère (FLE), de français professionnel et des affaires (FOS) ; supports de cours ; ressources audiovisuelles ; E-learning... Objectifs pédagogiques : préparer l'étudiant à être un utilisateur actif du français, de sorte qu'il puisse interagir facilement avec des locuteurs francophones dans les domaines personnel, public et dans une moindre mesure professionnel. Méthodes pédagogiques : étant la mieux adaptée à l'approche actionnelle car développant l'autonomie et favorisant l'apprentissage, la méthode applicative est privilégiée : jeux de rôles, simulations, exercices d'expression avec contraintes linguistiques.

Outils pédagogiques : CD - Support Audio. E-learning. Support de cours

Méthodes pédagogiques : Présentations orales. Débats. Internet

Evaluations pédagogiques :

Contrôle individuel continu - Non renseigné 100%

Références bibliographiques:

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009
PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005
CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005
GRÉGOIRE Maïa, THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International,

2003 LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001 LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011 MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013 PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013 STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004 THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

Français et Culture - French - Advanced 1

Volume horaire en face à face : 30 Charge de travail totale : 60 ECTS: 3 Semestre : Automne

Responsable du module : INGHAM Chantal

Pré-requis: Se soumettre au Test de français organisé avant le début des enseignements. Le positionnement est obligatoire avant les cours.

Description: Il s'agit d'un module d'enseignement du français langue étrangère aux niveaux B2 - C1. Ce module a pour but d'aider les apprenants à améliorer leur pratique de la langue française grâce à l'acquisition d'un lexique précis et la maîtrise de règles structurelles. Il vise aussi à approfondir ses connaissances de la culture et de la langue française à travers des situations quotidiennes, des thèmes d'actualité et des œuvres-phares.

Grammaire : • Passé composé / Imparfait / Plus-que-parfait : révision et difficultés particulières • Les conjonctions de temps : exprimer l'antériorité, la simultanéité, la postériorité • Le discours rapporté au passé • La voix passive • Les pronoms compléments : directs, indirects, postposés, "en" et "y" • La comparaison • La concession, l'opposition • L'expression du but • L'expression de la manière • La conséquence et l'intensité • Le conditionnel passé pour exprimer des regrets et des reproches • Le subjonctif : dans l'expression du sentiment et des jugements • Le subjonctif : dans l'expression du doute et de l'incertitude • L'expression de la cause et de la conséquence Lexique : • Caractériser une personne, un groupe • Le langage SMS • L'informatique • Connaissances et savoir • Le travail et l'économie • Les émotions, les sentiments • La santé, les maladies • L'appréciation • L'architecture • Les transformations, les changements • Comptabiliser, quantifier • L'environnement, l'écologie

Objectifs d'apprentissage : 1) Améliorer et affiner sa communication en langue française au quotidien dans une grande variété de situations. (Parler de ses origines, présenter de son parcours scolaire et professionnel, décrire et résoudre des problèmes informatiques, écrire du courrier professionnel : lettre de motivation, demande de renseignements, parler de sa santé, donner son appréciation, parler des transformations urbaines...) 2) Acquérir des savoirs linguistiques, sociolinguistiques, culturels et pragmatiques permettant de perfectionner ses communications quotidiennes et d'approfondir ses connaissances de la culture française. 3) Favoriser les échanges interculturels et l'intercompréhension entre les étudiants de nationalités différentes. Développer ses capacités communicatives en langue étrangère avec un public varié. Présenter sa culture d'origine, et élargir sa vision et sa compréhension des autres cultures et de l'altérité. 4) S'impliquer dans des travaux personnels ou collectifs en mettant en pratique des savoirs pragmatiques concernant le discours : réaliser un exposé à l'oral, faire une synthèse de documents oraux, rédiger du courrier professionnel

Démarche pédagogique : Démarche pédagogique : la démarche souhaitée est communicative et actionnelle, elle a pour but de mettre les apprenants en situation d'interagir avec des locuteurs français et de réaliser des tâches utiles à la vie étudiante et professionnelle en France. Objectifs pédagogiques : • Les activités de compréhension orale ou écrite permettent de développer des stratégies pour améliorer ses compétences dans ces domaines grâce à des documents authentiques de sources et de natures variées. • Les fiches de grammaire visent la maîtrise de règles structurelles essentielles au langage courant, elles sont suivies d'exercices d'expression écrite qui ont pour but de favoriser la créativité et la pratique de la langue courante. • Des fiches de vocabulaire récapitulent les mots et expressions utiles par thème, les exercices qui suivent incitent les étudiants à faire preuve de précision pour une communication plus efficace au quotidien. • Les activités d'expression orale permettent d'interagir en petits groupes puis en groupe classe sur des thèmes d'actualité, culturels ou interculturels. • Les productions écrites sont des tâches utiles pour la vie étudiante et professionnelle en France. Méthodes pédagogiques: Exercices d'expression orale et écrite avec contraintes linguistiques, simulations des situations de communication, jeux de rôles.

Outils pédagogiques : CD - Support Audio. E-learning. DVD - Support Vidéo. Autres. Revue. Ouvrage

Méthodes pédagogiques : Présentations orales. Débats. Interviews. Jeux

Evaluations pédagogiques :

Contrôle individuel continu - Non renseigné 100%

Références bibliographiques:

Édito, niveau B2, 3e édition. Les éditions Didier, 2015. Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007. Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015. Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. ? Alter Ego 5, niveaux C1-C2. Hachette livre 2010. Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.

Communication progressive du français, niveau avancé. Cle International 2016. Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012. Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004. Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012. Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015. Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013. Nicole Blondeau, Ferroudja Allouche, Marie-Françoise Né. ? Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.

Français et Culture - Intercultural Management and Communication

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 4 **Semester:** Autumn

Module's Manager: INGHAM Chantal

Pre-requisites: None

Description: Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They can therefore approach intercultural management during the sessions through exercises and situations from other cultures.

Lectures, discussions, critical incidents, role plays, case studies

Learning objectives: PGE GK 06 to be able to communicate in foreign languages make the students more communicative in a foreign country and team building

Methodology: Lectures, role plays, case studies, oral presentations

Teaching tools: Cases. DVD - Video support. Course support

Pedagogical methods: Seminars. Researches. Critical incidents. Discussion groups. Oral presentations. Simulations. Theater activities

Assessments:

Continuous individual assessment - 70%

Continuous collective assessment - 30%

References:

Cultures and Organizations: Software of the Mind Mc Graw-Hill Cies 2004 HOFSTEDE, Geert Cultural Intelligence Intercultural Press 2004 PETERSON Brooks When Cultures Collide Nicholas Brealey International 2006 LEWIS Richard D. Experiential Activities for Intercultural Learning Intercultural Press 1996 SEELYE H. Ned

BENNETT Milton J. (1998), Basic concepts of intercultural communication : selected readings, Intercultural Press, XXXXX

HOFSTEDE Geert (1994), Cultures and organizations : software of the mind : intercultural cooperation and its importance for survival, McGraw-Hill, XXXXX

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press, XXXXX

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall, XXXXX

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press, XXXXX



COURSE CATALOGUE

**THIRD YEAR OF BACHELOR
PROGRAMME 2018-2019**

**EXCHANGE STUDENTS –
SPRING**

Modules

Social psychology for business.....	3
English S6	4
Deutsch S6.....	5
Espanol S6	6
Italiano S6.....	7
Chinois S6.....	8
Français S6	Erreur ! Signet non défini.
Wine Tourism: Direct Wine Sales.....	10
Wine Tourism: Tourism Marketing	11
Wine Tourism: Professional wine tourism experience	12
Wine Tourism: Viticulture, Oenology, Sensory analysis	13
International Business Management: Strategy	14
International Business Management: Human Resources.....	15
International Business Management: Administration.....	16
International Business Management: Finance	17
Digital Management: Principles of Digital marketing	18
Digital Management: Fundamentals of creativity and innovation management.....	19
Digital Management: Tools and Methods in Digital Practice	20
Digital Management: Fundamentals of Online Markets	21
French culture and society S2	22
Intercultural Management and Communication S2	23

All course descriptions are based on 2018-19 syllabus and are subject to modifications.

Social psychology for business

Contact Hours: 16 **Total student workload:** 16 **ECTS:** 2 **Semester:** Spring

Module Manager: MAX Sylvain

Pre-requisites: None

Description: Social psychology, through the analysis of human behaviour, provides particularly relevant responses to managerial issues and tools to managers to better understand the behaviour of their team members. Parallels will be made with the course of Organizational Behaviour.

4 lectures (theoretical courses) each followed by a tutorial (applied courses). The four themes are as follows:

- Bias in perception and decision making
- Influence and Manipulation
- Authority and Leadership
- Stereotypes, prejudice and discrimination.

Learning objectives: At the end of the course, students should have:

- Thought about the place of the Human in organisations.
- Acquired transferable business skills.
- Developed and learned how to use psychological tools.

Methodology:

Teaching tools: Classroom learning. Course support. Assignments

Pedagogical methods: Discussion groups. Debates

Assessments:

Continuous collective assessment 40%

Final individual assessment 60%

English S6

Contact Hours: 16 **Total student workload:** 48 **ECTS:** 2 **Semester:** Spring

Module Manager: POUX-MOINE Sandra

Pre-requisites: None

Description: The BACH English 6 course is designed to help students develop communication and language skills in order to answer interview questions and lead a discussion.

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

- Lead a class discussion in a group on a business topic or current event.
- Prepare an information sheet about their subject.
- Correct common written and spoken errors.
- Answer common interview questions verbally and in writing.
- Practice making phone calls

Methodology:

Teaching tools: CD - Support Audio. DVD - Video support. Fascicule. Course support

Teaching methods: Researches. Discussion groups. Oral presentations. Debates. Interviews. Free discussion around a theme. Classroom learning

Assessments:

Continuous individual assessment 100%

References:

McCarthy, M. & O'Dell, F. (2004). English Phrasal Verbs in Use. Cambridge: Cambridge University Press. Folse, K. S. (2009). Keys to Teaching Grammar to English Language Learners. Ann Arbor: Michigan Teacher Training. Harding, K. (2006). International Express Intermediate. Oxford: Oxford University Press.

TAYLOR Liz (1997), International express: intermediate : student's book with pocket book, Oxford University Press, 978 INT

EASTWOOD John (2000), Oxford practice grammar with answers, Oxford University Press, 977 EAS

Deutsch S6

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: POUX-MOINE Sandra

Pre-requisites: Grundkenntnisse der deutschen Sprache, der Grammatik und Kenntnisse des Vokabulars der Semester 1 bis 5

Description: Intensives Training der für den "concours" erforderlichen Kompetenzen anhand von Dialogen des vergangenen Jahres: Hörverstehen, schriftliche Notizen, Vorbereitung der Synthese und des Kommentars, mündliche Präsentation, Diskussion; Gruppenarbeit sowie individuelles Coaching

Learning objectives: Vorbereitung auf die Aufnahmeprüfung in Deutsch an eine Wirtschaftshochschule. Der Lernfortschritt hängt vom Niveau der Gruppe ab.

Methodology:

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Oral presentations. Debates. Internet

Assessments:

Continuous individual assessment 20%

Continuous individual assessment 30%

Continuous individual assessment 20%

Continuous individual assessment 30%

Skills:

References:

Allemand-vocabulaire; Le Robert & Nathan In Wort und Schrift; L'expression écrite en allemand, Ellipses Le vocabulaire trilingue; J. P. Vannier Le Mémento du Germaniste, grammaire et vocabulaire; Vasseur

Heutiges Deutschland; L'Allemagne contemporaine; Jaques Loisy; Bréal

Espanol S6

Contact hours: 16 **Total student workload:** 48 **ECTS:** 2 **Semester:** Spring

Module Manager: POUX-MOINE Sandra

Pre-requisites: None

Description:

- 1) Ejercicios de comprensión oral.
- 2) Debates de los temas. Preguntas, expresión de ideas, expresión de desacuerdo y acuerdo, comentarios, etc.
- 3) Realización de apuntes. Para cada tema, se debe realizar una ficha de datos y resumen.
- 4) Ejercicios de vocabulario. Ejercicios para practicar y conocer vocabulario relacionando con los temas tratados. Vocabulario Español y Latinoamericano.
- 5) Ejercicios de gramática. Ejercicios para practicar los tiempos gramaticales y su uso.

Learning objectives: El alumno trabajará con contenidos sobre la actualidad en el mundo hispanohablante para mejorar sus diversas competencias lingüísticas. Practicará su comprensión oral por medio de audios y videos. Desarrollará su expresión escrita y su comprensión escrita al realizar resúmenes y apuntes de los temas escuchados.

Methodology:

Teaching tools: CD - Support Audio. E-learning. Fascicule. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates. Free discussion around a theme

Assessments:

Continuous individual assessment 20%

Continuous individual assessment 30%

Continuous individual assessment 20%

Continuous individual assessment 30%

Italiano S6

Contact hours: 16 **Total student workload:** 48 **ECTS:** 2 **Semester:** Spring

Module Manager: POUX-MOINE Sandra

Pre-requisites: Buona conoscenza della lingua e della cultura italiana. Buone basi grammaticali (vocabolario generale e specialistico).

Description: Società, Cultura e Economia

Il corso prevede una preparazione che dia allo studente la possibilità di "conoscere" in maniera approfondita diversi aspetti attuali della "cultura, società ed economia italiana". Il tutto si svolgerà facendo parallelamente un lavoro di ripasso grammaticale e lessicale (sulla base dei problemi che emergono durante le esercitazioni).

Learning objectives:

Corso indirizzato agli studenti iscritti al secondo semestre del terzo anno Bachelor. Le lezioni ruotano attorno ai fatti che caratterizzano l'attualità italiana. Il corso mette l'accento sulle attività pratiche.

Methodology:

Teaching tools: CD - Support Audio. E-learning. DVD - Video support. Periodical. Course support

Pedagogical methods: Simulations. Internet

Assessments:

Continuous individual assessment 20%

Continuous individual assessment 30%

Continuous individual assessment 20%

Continuous individual assessment 30%

Skills:

References:

Grammatica semplificata per stranieri di Marco Derva - Loescher Editore Nuovo progetto Italiano 2 e 3 - Edilingua Nuova Edizione

Articoli di giornali relativi ai fatti sociali, economici e politici in Italia: L'Espresso, La Repubblica, Il Corriere della Sera, Sole 24 ore.

Chinese S6

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: POUX-MOINE Sandra

Pre-requisites: BACH3 Chinese S5

Description: The study of Chinese is approached from many different angles: unseen texts, listening exercises, visual aids, audio tapes, cartoons, videos etc.

Each lesson will revolve around a theme, be it small or large, on an aspect of Chinese culture, such as traditions, history, language, legends etc. As well as this, there will be a particular grammatical feature to work on (the duration of verbs, the meaning of directional affixes, correlating adverbs, passive particles, relative clauses etc).

Learning objectives: The aim of this course is to enable the learner to understand and speak Chinese with greater and greater fluency. They will also be able to read texts across a wide range of subjects with the aid of a dictionary, as well as practising writing on everyday topics. Key grammatical points, as well as grammatical and lexical features specific to the Chinese language are also covered, in order to provide students with the tools necessary to pursue their own independent study.

Assessments:

Continuous individual assessment 20%

Continuous individual assessment 30%

Continuous individual assessment 20%

Continuous individual assessment 30%

References:

CHENG, Anne, Histoire de la pensée chinoise, Editions du Seuil, Novembre 1997 Stéphanie Balme, La Chine, Paris, Cavalier Bleu, 2004, coll. "Idées reçues".

PÉRÈS Rémi, Chronologie de la Chine au xx siècle : histoire des faits économiques, politiques et sociaux, Vuibert éditions, Paris, 2001, 144 p.

LEMOINE Françoise, L'Économie chinoise, La Découverte, Paris, 2003,

Français S6

Contact hours: 16 **Total student workload:** 16 **ECTS:** 2 **Semester:** Spring

Module Manager: TALPAIN Iryna

Prerequisites: French Proficiency A2.

Description: This module is a French language course that focuses on the professional sphere: business and commerce. The aim is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in both their professional and personal lives, and current events, both orally and in writing.

Vocabulary: The world of work – Everyday life – Current events – Popular media

Grammar: Past tenses – Reported speech – Sequence of tenses – Subjunctive – Passive voice – Complex syntax

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

- Use theme specific vocabulary on a wide range of subjects such as: work, the world of business, business trips, and commercial cooperation.
- Understand and use the grammatical features indicated in the above description.
- Summarise a source of information: make a report from it, explain its stages, and give pinions on the topic in question
- Grasp the main themes of an audio-visual passage that focuses on business.

Methodology:

Teaching tools: CD - Support Audio. DVD - Video support. Course support. Videotape

Pedagogical methods: Discussion groups. Debates. Internet. Games. Teach

Assessments:

Continuous individual assessment 20%

Continuous individual assessment 30%

Continuous individual assessment 20%

Continuous individual assessment 30%

References:

1. PENFORNIS, Jean-Luc. Français.com, Niveau Intermédiaire : Méthode de français professionnel et des affaires. Paris : CLE International, 2012
2. PENFORNIS, Jean-Luc. Français.com, Niveau Intermédiaire : Cahier d'exercices. Paris : CLE International, 2012
3. PENFORNIS, Jean-Luc. Affaires.com, Niveau Avancé. Paris : CLE International, 2013
4. PENFORNIS, Jean-Luc. Affaires.com, Niveau Avancé : Cahier d'exercices. Paris : CLE International, 2013
5. PENFORNIS, Jean-Luc. Vocabulaire progressive du français des affaires. Niveau avancé. Paris: CLE International, 2013

WT: Direct Wine Sales

Contact hours: 24 **Total student workload:** 24 **ECTS:** 3 **Semester:** Spring

Module Manager: COGAN-MARIE Laurence

Pre-requisites: Negotiation and sales skills

Description: The students will learn how to welcome tourists in an efficient way in order to maximize visitor satisfaction and build brand loyalty. They will acquire the basics of wine merchandising. They will learn how to create and manage a wine event or festival.

Learning objectives: Be able to design and manage a wine cellar effectively. Be able to design and implement a wine event/festival.

Methodology: Lectures, individual presentations, group presentations.

Assessments:

Continuous collective assessment 50%

Final individual assessment 40%

Continuous individual assessment 10%

References:

L'oenotourisme en France : nouvelle valorization des vignobles – Analyse et bilan – Sophie Lignon-Darmaillac (2009)

Etude Tourisme et Vin, Atout France (2010)

Guide Pratique de l'oenotourisme, Resnick & Roany (2004)

Réussissez votre projet d'oenotourisme, Yohan Castaing, 2ème edition (2013)

Valérie Gosselin, Réussir son projet oenotouristique, Éditions Féret (2010)

WT: Tourism Marketing

Contact hours: 32 **Total student workload:** 60 **ECTS:** 5 **Semester:** Spring

Module Manager: COGAN-MARIE Laurence

Pre-requisites: Basic notions of marketing

Description: This course explores the concepts and components of tourism marketing. It covers the various Ps of tourism marketing and their relevance to wine tourism. It will teach the students how to develop the right marketing strategy for a wine tourism structure. It addresses the basics concepts of wine tourism and hospitality, wine and food festivals and wine tourism as a vehicle to build a brand image for the winery, a wine business, or a wine region. Specific focus areas include wine tourism visitor consumer behaviour, the role of the winery cellar-door in wine marketing/distribution, the functions of wine routes/roads, wine region brand building, and wine and/or food festival event fundamentals and management.

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

- Recognise the profile of a wine tourist, their behaviour and motivations
- Define a marketing strategy for a wine tourism structure
- Choose the right distribution channels
- Develop direct wine sales at the winery and use the cellar door strategy to promote the winery

Methodology: Lectures, individual presentations, group presentations.

Assessments:

Continuous individual assessment 20%

Final individual assessment 30%

Final collective assessment 50%

Skills:

BACH PS 10 - To master a professional competency in a function

References:

- "Wine Business Management" by Steve Charters & Jerome Gallo, Pearson 2014.
- "Global Wine Tourism, Research, Management & Marketing" by Jack Carlsen & Stephen Charters, 2006 edition.
- "Wine Tourism around the world, Development, management and markets" by C. Michael Hall, Liz Sharples, Brock Cambourne, Niki Macionis, 2000.
- "Wine, Food, and Tourism Marketing" (Journal of Travel & Tourism Marketing, Vol. 14, Numbers 3/4 2003) - C Michael Hall
- "Food tourism around the world, Development, management and markets" by C. Michael Hall, Liz Sharples, Richard Mitchell, Niki Macionis & Brock Cambourne, 2003.

WT: Professional wine tourism experience

Contact hours: 32 **Total student workload:** 32 **ECTS:** 3 **Semester:** Spring

Module Manager: COGAN-MARIE Laurence

Pre-requisites: None

Description: 2 field trips (Jura & Burgundy) to discover the wines of each region, the wine industry of each region and the situation of WT of each region. This field work is complemented by a desk research task.

Learning objectives: Learn how to create & promote a wine tour in a specific region for a specific target market

Methodology: 3 field trips in Burgundy, Jura & Beaujolais - An innovative wine tourism project - 12 sessions of coaching

Assessments:

Continuous collective assessment 100%

References:

"Wine Business Management" by Steve Charters & Jerome Gallo, Pearson 2014. "Global wine tourism, research, management & marketing" by Jack Carlsen & Steve Charters, 2006 edition. "Wine tourism around the world, development, management and markets" by Michael Hall, Liz Sharples, Brock Cambourne, Niki Macionis. 2000

"Wine, food, and tourism marketing" - Journal of Travel & Tourism Marketing, Vol. 14, Numbers 3/4. by Mickael Hall. 2003

WT: Viticulture, Oenology, Sensory analysis

Contact hours: 32 **Total student workload:** 32 **ECTS:** 5 **Semester:** Spring

Module Manager: COGAN-MARIE Laurence

Pre-requisites: Basic notions of management

Description: Learn the basics of oenology, viticulture and sensorial analysis

The objective of the module is to learn basic oenology & viticulture techniques, and the basics of sensorial analysis. This module is split in two sub-modules: oenology/viticulture and sensorial analysis. The first one deals with the basic oenology and viticulture techniques. At the end of the module the students should be able to recognize the viticulture effects that make a good wine. They will also be able to recognize different viticulture techniques and wines from different regions. The second sub-module consists of an introduction to wine tasting & sensorial analysis. The students should acquire the basic wine tasting techniques, be able to sell the sensorial aspect of wines. They will learn how to identify the components of wine and understand why they are important; understand their own palate and to respect the differences of others; learn how to professionally taste and analyse wine; and finally learn how to pair food and wine. At the end of the module, the students should be able to recognize the characteristics of sensory characteristics of varietal wines, conduct a sensory assessment of defects, detect deficiencies and diseases of wine.

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

- Recognize and properly verbalize the basic wine-related sensory sensations.
- Discriminate intensity levels for the basic wine-related sensory sensations.
- Recognize the main wine styles and to justify an aesthetic/quality judgment.
- Communicate wine sensory properties and quality dimensions to the customers.

Methodology:

Teaching tools: Manual. Museum, Presentations. Course support. Compact audio cassette. Company visit

Pedagogical methods: Case studies. Researches. Oral presentations. Debates. Diagnostics

Assessments:

Continuous individual assessment 50%

Final individual assessment - Individual dossier 50%

References:

CHAPUIS Claude (2014), Les vins, bières et spiritueux du monde de A à Z, Pocket, 261.01 CHA

PITOT Sylvain (2012), The wines of Burgundy, Bourgognes, 263.57 PIT

IBM: Strategy

Contact hours: 30 **Total student workload:** 30 **ECTS:** 4 **Semester:** Spring

Module Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: This class provides an introduction to strategy within the modern business world, so that students may understand why companies engage in international business. It equally covers the steps in global strategic planning and models available to direct the analysis and decision making involved, as well as explaining the types of strategies available to international managers—both on a global level and on the level of specific entry strategies for different markets.

Learning objectives: General learning goal - Acquire skills and practices in international management.

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

- Identify the drivers, purposes and conditions of business internationalisation
- Distinguish between the main types of international strategies
- Assess the relative merits of different markets and market-entry modes
- Assess the relative merits of various organisational structures with regards to business internationalisation

Methodology:

Teaching tools: E-learning. Manual. Cases. Work

Pedagogical methods: Case studies. Oral presentations. Debates

Assessments:

Continuous individual assessment 30%

Continuous collective assessment - Collective dossier 40%

Continuous individual assessment 30%

Skills:

BACH PS IBM - To master a professional competency in international business management

BACH PS IBM 01 - To be able to identify the strategies available to international managers and the models available to support analysis and decision-making

References:

HOLLENSSEN Svend (2012), Essentials of global marketing [E-BOOK], Pearson Education, 121.55 HOL

KEEGAN Warren J. (2008), Global marketing / 5th ed., Pearson Education, 121.58 KEE

HILL Charles W. L. (2011), International business: competing in the global marketplace, McGraw Hill,, 111.74 HIL

DANIELS John D (2012), International business: environments and operations [E-BOOK], Pearson Education,, 111.74 DAN

CAVUSGIL TAMER S. (2014), International business: the new realities, Pearson Education,, 111.74 CAV

IBM: Human Resources

Contact hours: 30 **Total student workload:** 30 **ECTS:** 4 **Semester:** Spring

Module Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: This module covers the following principal topics: > Distinguish between various IHRM practices around the world. > Learn about the major staffing options for global operations and the factors involved in those choices. > Emphasize the need for managing the performance of expatriates through careful selection, training, and compensation. > Understand the variations in host-country labour relations systems and the impact on the manager's job and effectiveness. > Understand how leadership styles and practices vary around the world.

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

- Understand the strategic importance to the firm of the IHRM function and its various responsibilities.
- Understand the use of global management teams to coordinate cross-border business.
- Understand the complexity and the variables involved in cross-cultural motivation and leadership.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

Skills:

BACH PS 10 - To master a professional competency in a function

BACH PS 10.b - Acquire specific skills and practices in international management

BACH PS IBM - To master a professional competency in international business management

References:

HILL Charles W. L. (2011), International business: competing in the global marketplace, McGraw Hill,, 111.74 HIL

DANIELS John D (2012), International business: environments and operations [E-BOOK], Pearson Education,, 111.74 DAN

CAVUSGIL TAMER S. (2014), International business: the new realities, Pearson Education,, 111.74 CAV

COMFORT Jeremy (2008), The mindful international manager: competences for working effectively across cultures, York Associates, 111.73 COM

IBM: Administration

Contact hours: 30 **Total student workload:** 30 **ECTS:** 4 **Semester:** Spring

Module Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: Global supply chains (GSCs), that result in goods being produced with intermediate inputs originating from several countries, are now common in many industries and extend to an increasing number of different countries.

Effective supply chain management has become a key to business competitiveness. It requires an understanding of various operational systems, and how they are connected. Moreover, supply chain management entails contractual links between a variety of operators along the supply chain itself, whose nature also needs to be analysed.

Learning objectives: By the end of the module students should be able to:

- Deal with the administration of import/export operations, such as international payment and insurance and custom clearance, as well as understand the interface with logistics.
- Demonstrate an understanding of the defining characteristics of contract law in international legal systems.
- Engage in informed discussion about the advantages and disadvantages of harmonisation of contract law.
- Understand their own systems of contract law through discussion and comparison with students from other legal systems.

Methodology:

Teaching tools: E-learning. Manual. Cases. Course support. Work

Assessments:

Continuous individual assessment 30%

Continuous individual assessment 30%

Continuous individual assessment 40%

Skills:

BACH PS IBM - To master a professional competency in international business management

BACH PS IBM 03 - To know tasks and issues of efficient global supply chain management, and the importance of adopting adequate international business contracts among the various parties

References:

HILL Charles W. L. (2011), International business: competing in the global marketplace, McGraw Hill,, 111.74 HIL
CAVUSGIL TAMER S. (2014), International business: the new realities, Pearson Education,, 111.74 CAV
AUGUST Ray (2009), International business law: text, cases, and readings, Pearson, 321.81 AUG
SCHAFFER Richard (2009), International business law and its environment / 7th ed., South-Western, 321.81 SCH
BOYETTE Gwenda (2012), International taxation handbook [E-BOOK], World Technologies, 334.33 BOY

IBM: Finance

Contact hours: 30 **Total student workload:** 60 **ECTS:** 4 **Semester:** Spring

Module Manager: MATEU Guillermo

Pre-requisites: Basic notions of accounting & finance

Description: This module aims at developing abilities to manage international operations, as regards to operational, fiscal and financial aspects. The module is split into two parts. Firstly, students will deal with all the operational aspects of international operations management. Secondly, students will know a general perspective of international taxation and how it could affect management decisions.

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

- Develop abilities to manage international operations, as regards to operational, fiscal and financial aspects.
- Deal with the administration of import/export operations, such as international payment and insurance and custom clearance, as well as understand the interface with logistics.
- Understand the international taxation principles and key issues by integrating the international tax law into financial accounting and corporate finance.
- Develop a critical appreciation of the international framework, explain and evaluate how taxation influences corporate management.

Methodology: Language of instruction: English

Teaching tools: E-learning. Manual. Course support

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

Skills:

BACH PS 10 - To master a professional competency in a function

BACH PS 10.b - Acquire specific skills and practices in international management

References:

RITZMAN Larry (2010), Management des opérations : principes et applications, Pearson Education,

HULL John C. (2012), Options, futures and other derivatives, Prentice Hall, 134.03 HUL

DM: Principles of Digital marketing

Contact hours: 30 **Total student workload:** 30 **ECTS:** 4 **Semester:** Spring

Module Manager: DE MIGUEL DE BLAS Marta

Pre-requisites: None

Description: This course introduces the new marketing tools that have been enabled by digital technologies, and it highlights the evolution of different marketing methods. It also introduces new theories about consumer behaviour in the digital age.

The main topics of this course will be: digital consumer behaviour, the adoption of new technologies, digital marketing planning, digital advertising, and social media management (including community management).

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

- Understand the main strategies in digital marketing.
- Identify the specificities of consumer dynamics on digital platforms.
- Analyse the performance of advertising campaigns on digital platforms
- Understand the specificities of consumer behaviour in a particular digital environment.

Methodology:

Teaching tools: E-learning. Manual. Cases. Course support

Pedagogical methods: Seminars. Case studies. Researches. Projects. Internet

Assessments:

Continuous collective assessment 50%

Final individual assessment - Written exam 50%

Skills:

BACH PS DM - To master a professional competency in digital management

BACH PS DM 01 - To know and understand the fundamentals of digital marketing strategies and digital consumer behaviour

References:

CHAFFEY Dave (2012), Digital Marketing: Strategy, Implementation and Practice, Pearson Education,, 124.82 CHA

THEODORE Laetitia (2017), Digital marketing 2018, Elenbi,, 121.47 THE

GUPTA, Sunil (2010), Harvard Video: New Media and Digital Marketing, Harvard Business School Publication Corp.,

DM: Fundamentals of creativity and innovation management

Contact hours: 30 **Total student workload:** 30 **ECTS:** 4 **Semester:** Spring

Module Manager: DE MIGUEL DE BLAS Marta

Pre-requisites: None

Description: This course focuses on the different ways to manage creativity effectively and introduces the innovation management process mode. Innovation is one of the most challenging and crucial activities for firms as it helps them to achieve greater differentiation and competitive advantages. Yet, innovation processes are highly uncertain and contingent on many environmental factors. In this course, students will learn about the management of both creativity and innovation activities within an organisation.

The main topics of this course will be: Design sprint, design thinking, knowledge management, brainstorming, and creative group activities

Learning objectives: At the end of this course, students should:

- Know and understand the fundamental processes of creativity and innovation management
- Understand the dynamics of team work in innovation tasks
- Be acquainted with the most popular methods of creativity

Methodology: Team work Interactive discussions Group activities

Teaching tools: E-learning. Cases

Pedagogical methods: Projects

Assessments:

Continuous collective assessment 50%

Final individual assessment - Written exam 50%

Skills:

BACH PS DM - To master a professional competency in digital management

BACH PS DM 03 - To know and understand the fundamental processes of creativity and innovation management

References:

AHMED Pervaiz K. (2010), Innovation management: context, strategies, systems and processes, Pearson, 151.57 AHM

WARD Thomas B. (2003), Cognition, creativity and entrepreneurship, Elsevier,

DODGSON Mark (2014), The Oxford handbook of innovation management, Oxford University Press., 151.57 DOD

DM: Tools and Methods in Digital Practice

Contact hours: 40 **Total student workload:** 40 **ECTS:** 4 **Semester:** Spring

Module Manager: DE MIGUEL DE BLAS Marta

Pre-requisites: None

Description: New digital technologies have deeply reshaped marketing methods and practices over the last decade and have led to a drastic change in the quality and quantity of information we are able to store, access, and analyse. This course explores several aspects of the new digital management tools. There are many important aspects of the digital development that are important to consider, such as digital marketing analytics, content creation, coding skills, and visual and web design techniques.

The main topics of this course will be: Google analytics, the basics of coding, the basics of web design and video post-production

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

- Understand how big data and analytics can be used.
- Use the different digital tools in business.

Methodology:

Teaching tools: Cases. Course support. Work

Pedagogical methods: Seminars. Case studies. Discussion groups

Assessments:

Continuous collective assessment 50%

Continuous individual assessment - Individual dossier 50%

Skills:

BACH PS DM - To master a professional competency in digital management

BACH PS DM 02 - To know how to use digital tools

References:

EL SAWY Omar (2013), Business Modelling in the Dynamic Digital Space [E-BOOK], Springer Verlag., 112.56

CHAFFEY Dave (2012), Digital Marketing: Strategy, Implementation and Practice, Pearson Education., 124.82 CHA

PLAZA Beatriz (2011), Google analytics for measuring website performance, Elsevier,

DM: Fundamentals of Online Markets

Contact hours: 20 **Total student workload:** 20 **ECTS:** 4 **Semester:** Spring

Module Manager: DE MIGUEL DE BLAS Marta

Pre-requisites: None

Description: The nature of marketplaces is shifting from a B2C (where businesses sell to customers) to a C2C (where customers transact within a community), and this has warranted the rise of online platforms where these exchanges are facilitated. The objective of this course is to understand how these platforms emerge and operate, and how users interact and transact.

The main topics of this course are: the dynamics of multi-sided platforms (sharing platforms), the business models in the digital era and digital industry analysis, the basics of collaborative economy

Learning objectives: To know and understand the fundamentals of social and economic dynamics of online markets:
- To understand how users transact on online platforms - To know how to categorize online markets - To elaborate basic business models for online platforms

Methodology:

Teaching tools: Manual. Cases. Course support. Work

Pedagogical methods: Seminars. Case studies. Researches

Assessments:

Continuous collective assessment 50%

Continuous individual assessment - Individual dossier 50%

Skills:

BACH PS DM - To master a professional competency in digital management

BACH PS DM 04 - To know and understand the fundamentals of social and economic dynamics of online markets

References:

VULKAN Nir (2003), The economics of e-commerce: a strategic guide to understanding and designing the online marketplace, Princeton university press, 124.82 VUL

TRELEAVEN Philip (2000), E-business st@rt-up: the complete guide to launching your internet and digital enterprise, Kogan Page., 112.90 TRE

MEANS Grady (2000), Meta-capitalism: the e-business revolution and the design of 21st-century companies and markets, John Wiley & Sons, 124.82 MEA

XERFI (2017), The global E-commerce industry: the market, Xerfi, 124.82 XER

French culture and society S2

Contact hours: 40 **Total student workload:** 40 **ECTS:** 4 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: A panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions etc.

Learning objectives: At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

Methodology: Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

References:

Bernstein (Richard). Fragile Glory. Plume. 1990

Nadeau (Jean-Benoît) & Barlow (Julie) Pas si fous ces Français Bernstein. Seuil. 2005

Peyrefitte (Alain) The French Evil Platt (Polly) French or Foe? Culture crossings Ltd. London 1994

Zeldin (Theodore) The French

ARDAGH John (1990), France today, Penguin Books, 903 ARD

STEELE Ross (2006), The french way : the keys to the behavior, attitudes and customs of the French, McGraw-Hill, 903 STE

Intercultural Management and Communication S2

Contact hours: 40 **Total student workload:** 40 **ECTS:** 4 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They will approach intercultural management during the sessions through exercises and situations from other cultures.

Learning objectives: At the end of this module, students should be able to communicate in foreign languages, and they should be more communicative with someone from a foreign culture, as well as having improved their team building skills.

Methodology: Lectures, role plays, case studies, oral presentations

Teaching tools: DVD - Video support. Cases. Course support

Pedagogical methods: Seminars. Researches. Critical incidents. Discussion groups. Oral presentations. Simulations. Theater activities

Assessments:

Continuous individual assessment 70%

Continuous collective assessment 30%

Skills:

References:

Cultures and Organizations: Software of the Mind (2004) , Mc Graw-Hill Cies

HOFSTEDE, Geert (2004), Cultural Intelligence, Intercultural Press

PETERSON Brooks (2006), When Cultures Collide, Nicholas Brealey International

LEWIS Richard D. (1996), Experiential Activities for Intercultural Learning, Intercultural Press

BENNETT Milton J. (1998), Basic concepts of intercultural communication: selected readings, Intercultural Press

HOFSTEDE Geert (1994), Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival, McGraw-Hill

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press

**COURSE CATALOGUE –
EXCHANGE STUDENTS**

**MASTER IN
MANAGEMENT 2**

**GRANDE ECOLE
PROGRAMME
SPECIALISATIONS**

AUTUMN 2018

**LEAD
FOR
CHANGE**



SUMMARY

LES CHOIX POSSIBLES - AVAILABLE CHOICES	3
INFORMATIONS IMPORTANTES - IMPORTANT INFORMATION	3
FINANCE COMPTABILITÉ DROIT - FINANCE, ACCOUNTING, LAW DEPARTMENT	4
Spécialisation Finance d'Entreprise (FE)	5
Spécialisation Contrôle Financier (CFi)	7
Corporate Finance Specialisation (CF)	9
ARTS ET CULTURE - ARTS AND CULTURAL MANAGEMENT	11
Arts & Cultural Management Specialisation (ACM)	12
MANAGEMENT DES ORGANISATIONS ET ENTREPRENEURIAT - MANAGEMENT DEPARTMENT	14
Spécialisation Entrepreneuriat et Management de PME (EMP)	15
International Business Specialisation (IB)	17
Data Science and Organisational Behaviour Specialisation (DS)	19
MARKETING - MARKETING DEPARTMENT	21
Spécialisation Marketing Produit et Communication (MPC)	22
Spécialisation Stratégie Commerciale (SC)	27
Spécialisation Communication Évènementielle (CE)	32
Global Marketing Specialisation (GM)	34
Digital Leadership Specialisation (DL) – Campus Lyon	37

Ce document donne une présentation non contractuelle des spécialisations. Des ajustements académiques et pédagogiques sont susceptibles de faire évoluer les enseignements.
The contents of this document are liable to changes, and adjustments could be made due to academic reasons.

LES CHOIX POSSIBLES - AVAILABLE CHOICES

En Septembre prochain, vous commencerez votre semestre en échange à BSB. Vous devez donc choisir votre domaine de prédilection en vous inscrivant au sein d'**une** spécialisation et en choisissant, si vous le souhaitez, des cours de tronc commun (anglophone **ou** francophone). Pour des raisons d'emploi du temps, vous ne pouvez pas choisir des cours dans plusieurs spécialisations à la fois.

Next September, you will begin your exchange semester. You have to make your choice of only one specialisation and you can select core courses in English or French if you want. Due to timetable, you cannot mix several specialisations.

Vous avez ainsi le choix de spécialisations dans les domaines suivants :

You have choices in the following fields:

- Finance Comptabilité Droit – *Finance, Accounting, Law Department*
- Arts et Culture – *Arts and Cultural Management*
- Management des Organisations et Entrepreneuriat – *Management Department*
- Marketing

INFORMATIONS IMPORTANTES - IMPORTANT INFORMATION

- Ce catalogue est à consulter conjointement avec les catalogues "Master in Management (Master 2 level) – Core courses : French Track" et "Master in Management (Master 2 level) – Core courses : English Track".
Please also refer to the catalogues "Master in Management (Master 2 level) – Core courses: English Track" and "Master in Management (Master 2 level) – Core courses: French track".
- Si vous choisissez la spécialisation Corporate Finance (CF), vous devez choisir l'ensemble des modules de la spécialisation et ne pouvez seulement choisir le module "Intercultural Management and Communication" comme cours de tronc commun.
If you select Corporate Finance (CF) specialisation, you are required to take all of the modules of the specialisation and you can only choose the "Intercultural Management and Communication" core course.
- Pour les spécialisations en anglais, un score minimum de 750 au TOEIC (ou 6.5 à l'IELTS) est nécessaire afin de pouvoir suivre les cours. ***For the specialisations taught in English, you must have a 750 TOEIC grade (or 6.5 IELTS).***
- Pour les spécialisations en français, un très bon niveau en français est nécessaire pour les étudiants non francophones. ***A high level of French language is required for those wishing to take French specialisations.***
- Pour la spécialisation Communication Événementielle (CE) et la spécialisation Contrôle Financier (CFi), il n'est pas possible de choisir le module de tronc commun "Intercultural Management and Communication" pour des raisons d'emploi du temps. ***If you choose Communication Evenementielle (CE) specialisation or Contrôle Financier (CFi) specialisation, it won't be possible for you to take the "Intercultural Management and Communication" core course due to timetable.***
- Les cours de la spécialisation Digital Leadership (DL) sont uniquement enseignés sur notre campus de Lyon. Il n'est donc pas possible de choisir le module de tronc commun "Jeu d'entreprise final MiM2", ni des cours de Français et Culture. ***The specialisation Digital Leadership (DL) is only taught in our Lyon campus. Thus, it won't be possible for you to take the "Jeu d'entreprise final MiM2" core course, nor Français et Culture core courses.***

Nous vous souhaitons une excellente lecture,

Yours sincerely,

Sophie RAIMBAULT

Directrice des programmes - Associate Dean

Christine MIGNOT

Directrice des Études - Director of Studies

SPÉCIALISATIONS EN FRANÇAIS :

SPECIALISATIONS TAUGHT IN FRENCH:

- Finance d'Entreprise (FE)
- Contrôle Financier (CFi)

SPÉCIALISATIONS EN ANGLAIS :

SPECIALISATIONS TAUGHT IN ENGLISH:

- Corporate Finance (CF)

Spécialisation Finance d'Entreprise (FE)

Master Grande École 2018-2019																										
Intitulé de la Spécialisation :	Finance d'Entreprise (FE)																									
Département :	Finance Comptabilité Droit																									
Responsable de la Spécialisation :	Marie-Pierre JACQUIN	Email : marie-pierre.jacquin@bsb-education.com																								
Prérequis :	<u>La maîtrise des fondamentaux de comptabilité et finance est exigée pour intégrer la spécialisation</u> Only open to native French speaking students or CEFR level C																									
Structure de la spécialisation : La spécialisation est composée de 4 modules de cours de 40h.																										
Présentation et objectifs de la spécialisation : La spécialisation FE se propose d'offrir aux étudiants qui le souhaitent un approfondissement et un élargissement de leurs connaissances en finance d'entreprise, au-delà du tronc commun. Elle prépare aux métiers de la direction financière d'entreprise (incluant le contrôle de gestion, le contrôle interne, la gestion de trésorerie, la communication financière, la politique de financement, la gestion des risques, la gestion financière internationale) et du consulting financier.																										
Compétences Métiers visées : <i>Compétences évaluées dans le cadre des enseignements de spécialisation et éventuellement développées lors des expériences en entreprise</i> <table><tr><td>PS FE 01</td><td>Savoir piloter et contrôler l'information financière d'une entreprise (maîtriser la comptabilité générale et consolidée, connaître les principes des normes IFRS, savoir piloter une clôture)</td></tr><tr><td>PS FE 02</td><td>Savoir analyser et piloter la performance économique de l'entreprise (maîtriser la comptabilité analytique, l'analyse de coûts, les budgets, les forecasts, les tableaux de bord)</td></tr><tr><td>PS FE 03</td><td>Savoir préparer, prendre et mettre en œuvre une décision financière (court terme, long terme, enjeux de finance internationale)</td></tr><tr><td>PS FE 04</td><td>Avoir des capacités d'analyse et de prise de recul (savoir challenger les hypothèses)</td></tr><tr><td>PS FE 05</td><td>Être capable de participer à la définition et la mise en œuvre des orientations stratégiques de l'entreprise</td></tr></table> <i>Compétences potentiellement développées à l'occasion des expériences en entreprise</i> <table><tr><td>PS FE 06</td><td>Savoir mettre en œuvre une démarche de gestion des risques et de contrôle interne (respect des procédures, conformité, connaissance des lois SOx et LSF)</td></tr><tr><td>PS FE 07</td><td>Connaître les aspects juridiques et fiscaux de l'entreprise (droit social et fiscal) et savoir les intégrer dans une décision</td></tr><tr><td>PS FE 08</td><td>Être capable d'utiliser les systèmes informatiques financiers (ERP)</td></tr><tr><td>PS FE 09</td><td>Faire preuve d'intégrité (confidentialité, éthique) et d'impartialité, être garant des choix que cela implique</td></tr><tr><td>PS FE 10</td><td>Faire preuve à la fois de rigueur, de rapidité et d'efficacité et savoir identifier les priorités</td></tr><tr><td>PS FE 11</td><td>Connaître et savoir utiliser les techniques de rédaction et de communication orale</td></tr><tr><td>PS FE 12</td><td>Faire preuve de pédagogie et de diplomatie (traduire les données financières auprès d'interlocuteurs de culture différente tels que actionnaires, banques, autres directions, opérationnels) et maîtriser la communication financière</td></tr></table>			PS FE 01	Savoir piloter et contrôler l'information financière d'une entreprise (maîtriser la comptabilité générale et consolidée, connaître les principes des normes IFRS, savoir piloter une clôture)	PS FE 02	Savoir analyser et piloter la performance économique de l'entreprise (maîtriser la comptabilité analytique, l'analyse de coûts, les budgets, les forecasts, les tableaux de bord)	PS FE 03	Savoir préparer, prendre et mettre en œuvre une décision financière (court terme, long terme, enjeux de finance internationale)	PS FE 04	Avoir des capacités d'analyse et de prise de recul (savoir challenger les hypothèses)	PS FE 05	Être capable de participer à la définition et la mise en œuvre des orientations stratégiques de l'entreprise	PS FE 06	Savoir mettre en œuvre une démarche de gestion des risques et de contrôle interne (respect des procédures, conformité, connaissance des lois SOx et LSF)	PS FE 07	Connaître les aspects juridiques et fiscaux de l'entreprise (droit social et fiscal) et savoir les intégrer dans une décision	PS FE 08	Être capable d'utiliser les systèmes informatiques financiers (ERP)	PS FE 09	Faire preuve d'intégrité (confidentialité, éthique) et d'impartialité, être garant des choix que cela implique	PS FE 10	Faire preuve à la fois de rigueur, de rapidité et d'efficacité et savoir identifier les priorités	PS FE 11	Connaître et savoir utiliser les techniques de rédaction et de communication orale	PS FE 12	Faire preuve de pédagogie et de diplomatie (traduire les données financières auprès d'interlocuteurs de culture différente tels que actionnaires, banques, autres directions, opérationnels) et maîtriser la communication financière
PS FE 01	Savoir piloter et contrôler l'information financière d'une entreprise (maîtriser la comptabilité générale et consolidée, connaître les principes des normes IFRS, savoir piloter une clôture)																									
PS FE 02	Savoir analyser et piloter la performance économique de l'entreprise (maîtriser la comptabilité analytique, l'analyse de coûts, les budgets, les forecasts, les tableaux de bord)																									
PS FE 03	Savoir préparer, prendre et mettre en œuvre une décision financière (court terme, long terme, enjeux de finance internationale)																									
PS FE 04	Avoir des capacités d'analyse et de prise de recul (savoir challenger les hypothèses)																									
PS FE 05	Être capable de participer à la définition et la mise en œuvre des orientations stratégiques de l'entreprise																									
PS FE 06	Savoir mettre en œuvre une démarche de gestion des risques et de contrôle interne (respect des procédures, conformité, connaissance des lois SOx et LSF)																									
PS FE 07	Connaître les aspects juridiques et fiscaux de l'entreprise (droit social et fiscal) et savoir les intégrer dans une décision																									
PS FE 08	Être capable d'utiliser les systèmes informatiques financiers (ERP)																									
PS FE 09	Faire preuve d'intégrité (confidentialité, éthique) et d'impartialité, être garant des choix que cela implique																									
PS FE 10	Faire preuve à la fois de rigueur, de rapidité et d'efficacité et savoir identifier les priorités																									
PS FE 11	Connaître et savoir utiliser les techniques de rédaction et de communication orale																									
PS FE 12	Faire preuve de pédagogie et de diplomatie (traduire les données financières auprès d'interlocuteurs de culture différente tels que actionnaires, banques, autres directions, opérationnels) et maîtriser la communication financière																									
Métiers "cibles" auxquels prépare la spécialisation : - carrières classiques telles que : directeur financier, contrôleur de gestion, corporate banking - "domaines connexes" tels que l'audit ou la gestion de systèmes d'information financiers																										
Intervenants de la spécialisation : Professeurs & professionnels																										

MODULES DE LA SPECIALISATION :	
Module 1 : Financial Controlling Volume horaire : 40h Crédits ECTS : 4	Ce module prépare aux aspects fondamentaux des métiers du contrôle de gestion et du contrôle interne 1. <u>Fondamentaux comptables & Contrôle interne</u> - Compta conso : mise à niveau et approfondissements - Costing : mise à niveau et approfondissement - Contrôle interne 2. <u>Contrôle de gestion</u> - Forecasting & Reporting - Pilotage stratégique
Module 2 : Trésorerie Volume horaire : 40h Crédits ECTS : 4	Ce module traite des différentes missions d'un département Cash Management, incluant trésorerie, <i>credit management</i> et finance internationale (hedging) 1. <u>Cash management</u> - Marchés et instruments financiers : mise à niveau et approfondissements - Flux, taux : mise à niveau et approfondissements - Gestion de trésorerie 2. <u>Couverture des risques financiers (finance internationale)</u> - Credit management - Couverture de change (<i>Foreign Exchange hedging</i>) - Couverture de taux (<i>interest rate hedging</i>)
Module 3 : Stratégie financière Volume horaire : 40h Crédits ECTS : 4	Ce module traite de la dimension stratégique des missions d'une direction financière en termes de politique financière (ex : choix d'une structure de financement, politique des dividendes, impacts fiscaux ...) 1. <u>Politique financière</u> - Analyse financière et planification : mise à niveau et approfondissements - Evaluation d'entreprise - Différents modes de financement - Politique de financement 2. <u>Ingénierie financière</u> - Introduction en bourse, Fusion Acquisition, LBO - Fiscalité et choix d'une politique financière
Module 4 : Consulting financier (Projet de croissance in situ) Volume horaire : 40h Crédits ECTS : 4	Ce module approfondit les problématiques financières de déploiement d'une stratégie d'entreprise et, plus spécifiquement, celles liées à la gestion des risques (approches quantitatives). Le cours est construit autour d'apports conceptuels et techniques & d'une mise en œuvre à travers un projet d'étude in situ de type consulting. 1. <u>Gestion des risques stratégiques</u> - Soutenabilité de la croissance, risque de liquidité, prévision de cash-flow - Méthodologie (dont BRA : Business Risk Assessment) - Quantification des risques - Décroissance et procédures de sauvegarde 2. <u>Accompagnement du projet de croissance (coaching)</u> Un accompagnement de 2 heures par équipe projet est assuré par les professeurs

Spécialisation Contrôle Financier (CFi)

Master Grande École 2018-2019		
Intitulé de la Spécialisation :	Contrôle Financier (CFi)	
Département :	Finance Comptabilité Droit	
Responsable de la Spécialisation :	Yves Mopty	Email : yves.mopty@bsb-education.com
Structure de la spécialisation : La spécialisation est composée de 4 modules de 40 h.		
Présentation et objectifs de la spécialisation : La spécialisation CFI prépare aux métiers et missions dans les domaines du contrôle de gestion, du contrôle interne et l'audit interne		
Compétences métiers visées : <i>Compétences évaluées dans le cadre des enseignements de spécialisation et éventuellement développées lors des expériences en entreprise</i> PS CFI 01 : Connaître et savoir contrôler et analyser l'information financière d'une entreprise (principes de la comptabilité générale et normes internationales IFRS et US GAAP) pour être capable de formuler un diagnostic financier PS CFI 02 : Connaître et savoir mettre en œuvre des outils de mesure de la performance économique de l'entreprise (la comptabilité analytique, l'analyse de coûts, les budgets, les forecasts, les tableaux de bord) PS CFI 03 : Savoir identifier les risques financiers et non financiers et mettre en œuvre des mesures de prévoyance et de pilotage des risques PS CFI 04 : Être capable de mener à bien une étude de faisabilité de projet de nature financière et d'avoir une vision stratégique PS CFI 05 : Avoir des capacités d'analyse, de synthèse et de prise de recul sur les problématiques financières. <i>Compétences potentiellement développées à l'occasion des expériences en entreprise</i> PS CFI 06 : Faire preuve de pédagogie et de diplomatie dans la présentation de données financières auprès d'interlocuteurs. PS CFI 07 : Faire preuve à la fois de rigueur, de rapidité et d'efficacité et savoir identifier les priorités dans les décisions financières. PS CFI 08 : Être capable d'utiliser les systèmes informatiques financiers (ERP). PS CFI 09 : Faire preuve d'intégrité (confidentialité, éthique) et d'impartialité, être garant des choix que cela implique du point de vue stratégique. PS CFI 10 : Connaître et savoir utiliser les techniques de rédaction et de communication orale pour les présentations financières. PS CFI 11 : Être capable d'échanger sur les processus avec des auditeurs internes et de proposer des solutions (contrôle interne, conformité, audit interne).		
MODULES DE LA SPECIALISATION		
Module 1 : Analyse financière Volume horaire : 40 h Crédits ECTS : 4	Ce module vise à asseoir les compétences des étudiants en matière de lecture et d'interprétation des états financiers d'une entreprise d'une part, de formulation un diagnostic financier global à partir de ces mêmes états d'autre part. Lecture de comptes – référentiels internationaux (US GAAP, IFRS)	

	• Notion de valeur • Diagnostic de la rentabilité & du risque - Activité - Rentabilité économique - Politique financière (impact sur la rentabilité et impact sur le risque)
Module 2 : Contrôle de gestion Volume horaire : 40 h Crédits ECTS : 4	Ce module vise à former les étudiants aux métiers du Contrôle de Gestion • Qu'est-ce que le ou plutôt "les" Contrôles de Gestion ? • Communication financière • Budgeting / forecast • Reporting / key figures • Costing • Sensibilisation au pricing • Exercices sur Excel
Module 3 : Contrôle interne et Gestion des Risques Volume horaire : 40 h Crédits ECTS : 4	Ce module vise à former les étudiants au pilotage des risques dans les organisations. Ce module permet d'aborder de façon globale les problématiques d'émergence, d'identification, de prévoyance des risques financiers et non financiers. • Différences entre audit interne, contrôle interne et Gestion des risques • Identification et gestion des risques - Cadre normatif de la gestion du risque - Cartographie des risques - Méthodes et outillage de la gestion du risque • Conformité • Audit interne • Contrôle interne • RSE • Initiation aux processus qualité
Module 4 : Management Financier Volume horaire : 40 h Crédits ECTS : 4	Ce module vise à donner aux étudiants une vision stratégique des décisions financières tout en leur permettant de mener à bien une étude de faisabilité de projet • Décision d'investissement et de financement - Choix d'investissement - Structure de financement - Coût du capital - Dossier de faisabilité d'un projet • Politique financière - Evaluation financière - Sources de financement Planification financière

Corporate Finance Specialisation (CF)

Master Grande École 2018-2019		
Specialisation title :	Corporate Finance (CF)	
Department :	Finance, Accounting, Law	
Specialisation's Manager :	Alexandre Pourchet	Email : alexandre.pourchet@bsb-education.com
Important : If you select Corporate Finance (CF) specialisation, you are required to take <u>all of the modules of the specialisation</u> and you can only choose the "Intercultural Management and Communication" core course.		
Structure: Courses taught during the 1 st term (Autumn): joint with the core courses of the MSc Corporate Finance and Investment Banking (MSC CF-IB). The Corporate Finance specialisation corresponds to the first term of the MSc CF-IB. It can be followed independently from the rest of the MSc degree. The students will study together with the students following the MSc CF-IB during the Autumn.		
Presentation and objectives: The Corporate Finance Specialisation is an English-taught specialisation course that aims to develop advanced knowledge in international business management with and emphasis in international finance. This programme equips you with the know-how to work within corporate finance and banking or financial advisory services. You will also be able to take buy-side or sale-side research roles, or other investment roles in the financial industry. With this specialisation, you will acquire in-depth knowledge of corporate decision-making in an international environment and learn how to assess acquisitions, manage cash flows or risks, and raise capital in financial markets. It will provide you with all the necessary skills to create value in the corporate finance and banking fields.		
Admission requirements: - English language certificate (for non-native speakers): IELTS (6.5), TOEIC (750) Admission process: - You pass a test		
CURRICULUM		
Course module	Contact hours	Learning Goals
<i>FIRST SEMESTER - MGE3 core courses – 20 hours</i>		
Fundamentals of Corporate finance and Financial planning ECTS : 2	20 h	To be successful students need to master the core concepts and learn to identify and solve problems that today's practitioners face. This course will introduce us to the role and objective of the financial manager and some of the information the financial manager uses in applying the valuation principle to make optimal decisions.
<i>FIRST SEMESTER - MSc Core courses – 216 hours</i>		
<i>Block 1- Educational Module - 16 hours</i>		
Chrono Diagnosis ECTS : 2	16 h	The module concerns the realization, in groups of six to eight students, of a strategic diagnosis of a company quoted in France or abroad. The diagnosis must be made in 48 hours, the name of the company is revealed at the last minute.

Block 2 – Conceptual Modules (core courses) - 80 hours		
Institutional Markets Dynamics ECTS : 4	40 H	Corporate governance has become a well-discussed and controversial topic in both the popular press and business press. The governance is not independent of its environment. A variety of factors inherent to the business setting shape the governance system. The objectives of the course are to bring the students to analyse the financial innovations and developments, through an economic analysis of financial markets (Bale III, Fixed income, Carbon Finance Market, rating).
Financial Mathematics & VBA ECTS : 4	40 H	The purpose of this course is to supply the essential foundations of financial calculation; to explore the concepts and state-of-the-art methods in integrating ERP; to encourage students to be more involved in understanding and building end-user applications, and more specifically using Excel and elements of VBA.
Block 3 – Professional Modules – 120 hours		
Derivatives, Risk and Hedging ECTS : 4	40 H	To introduce principles of derivatives and to present the basic concepts behind options, futures, forwards, swap, convertible debt and VaR. Skills to be acquired: Understanding concepts behind the theory, pricing, and the use of major derivative classes.
Financial Strategy ECTS : 3	20 H	If the future depends on creating value, what's in store for you? Return cash to shareholders or invest it? Merge, spin-off or sell? Is the risk worth the pain? These questions can all feature on a value-creating agenda. Gain the confidence to go after growth with our Financial Strategies for Value Creation programme. This module provides theoretical and analytical knowledge required in making financial policy decisions on what projects and other business activities a firm should invest finance in. Taking the CFO perspective, this unit will give students the opportunity to analyse and develop a company's preferred financial strategy.
Merger and Acquisitions ECTS : 4	40 H	This course will provide a detailed understanding of the financial issues within a strategic context regarding mergers & acquisitions from an international perspective. It includes an overview of corporate restructuring through analysis of mergers and acquisitions; overview of causes of financial distress, key indicators and crisis management and workout solution.
Financial Reporting ECTS : 3	20 H	Financial reporting system; analysis of principal financial statements; consolidated financial statement; analysis of inter-company investments
Complement to the CF specialisation (Transversal module – not credited – around 20 hours) <i>Seminars and applied conferences, encounters with practitioners. May be scheduled in the evenings.</i>		
Teaching methods The teaching methods are based on a mix of : • conceptual and theoretical courses given by academics, professors and researchers • practical applications through applied lectures by practitioners, case studies and projects • students personal work (including reading of textbooks and sector related news).		

ARTS ET CULTURE - *ARTS AND CULTURAL MANAGEMENT*

SPÉCIALISATIONS EN ANGLAIS :

SPECIALISATIONS TAUGHT IN ENGLISH:

- Arts & Cultural Management ([ACM](#))

Arts & Cultural Management Specialisation (ACM)

Master Grande École 2018-2019		
Specialisation title :	Arts and Cultural Management (ACM)	
Department :	<i>Finance, Accounting, Law</i>	
Specialisation's Manager :	Elena Borin	Email : elena.borin@bsb-education.com
Structure : Courses taught during the 1 st term (Autumn): joint with the core courses of the MSc Arts and Cultural Management. The "Arts and Cultural Management" specialisation corresponds to the first semester of the MSc ACM. It can be followed independently from the rest of the MSc degree. The students will study together with the students following the MSc Arts and Cultural Management during the Autumn.		
Presentation and objectives : The Specialisation in Arts and Cultural Management is an English-taught MGE specialisation that aims to train future arts and cultural managers , who will be able to work in the dynamic market of cultural and creative industries, both at a national and international level. The programme provides students with an overview of arts and cultural industries in their sociological, economic and historical context, combined with a general apprehension of the arts and cultural management and arts entrepreneurship. Theory is matched to practice: students will benefit from exposure to contemporary challenges in the arts and creative sector through seminars, encounters with professionals of the sector and study visits. Moreover, they will be asked to organize a cultural event. Graduates from the specialisation will be able to work in a large variety of middle management positions in the cultural and creative sector, using their skills to work in the international and national cultural and creative enterprises. The cultural industry is one of the biggest employers in the world. In addition to museums and galleries, there are many governmental and non-governmental agencies that work to conserve, research and promote cultural heritage and artistic production. Recent development of the sector has also emphasized the growing weight of creative industries. Future managers of cultural enterprises and creative industries are expected to have strong background in the understanding of arts and culture, their history and political as well as socio-economic contexts. Advanced skills in arts and cultural management are also required. Arts and cultural entrepreneurship have become now a key topic in the sector. The academic programme of the current specialisation is structured to cover both these two dimensions divided in two "blocks" of teaching modules: (1) Arts in context: historical, socio-economic and political contexts (2) Arts and cultural management and entrepreneurship		
Admission requirements : - English language certificate (for non-native speakers): TOEIC (750), IELTS (6.5) Recommendation : - Students should demonstrate a personal interest/experience in one of several arts or creative fields and or have a professional project in the sector.		

CURRICULUM		
Course module	Contact hours	Learning Goals
<i>FIRST SEMESTER - MSc core courses</i>		
<i>Block 1 – Arts in Context - 80 hours</i>		
History of the Art & Cultural policy ECTS : 3	40 H	• History of Art (12 hours) • Cultural Policy (12 hours) • Cultural diplomacy (16 hours – L. Deveze)
Socio-economic context of Arts & Culture ECTS : 3	40 H	• Philosophy of the arts and contemporary debates (12 hours) • Sociology of the arts (12 hours) • Cultural economics (16 hours)
<i>Block 2 –Arts and Cultural Management & entrepreneurship (core courses) - 100 hours</i>		
Arts Marketing ECTS : 2	20 H	Introduction to marketing for the arts and cultural sector, addressing issues related to the specificities of marketing for cultural and creative industries
Cultural Entrepreneurship (1) ECTS : 2	20 H	Introduction to the main concept of cultural entrepreneurship and the characteristics of the entrepreneurial business modelling in the arts and cultural sector. Includes participating in a joint seminar organised with students of the Institute of Fine Arts in Besançon (ISBA Besançon).
Intellectual Property and Copyright ECTS : 2	20 H	Main legal challenges for the arts, focusing in particular on issues of copyright and Intellectual Property
Arts Budgeting ECTS : 2	20 H	Introduction to project budgeting and arts production, with specific sub-sectoral focuses on dedicated sectors (eg. performing arts, edition, cinema)
Cultural Project engineering (1) ECTS : 2	20 H	Introduction to Event Management. Organisation of a local cultural event.
Teaching methods : The teaching methods are based on a mix of • conceptual and theoretical courses given by academics, professors and researchers • practical applications through applied lectures by practitioners, case studies and projects and the organisation of a local cultural event. • study visits and encounters with professionals, cultural institutions and cultural policy makers. • students personal work (including reading of textbooks and sector related news) and students personal cultural activities.		

MANAGEMENT DES ORGANISATIONS ET ENTREPRENEURIAT - *MANAGEMENT DEPARTMENT*

SPÉCIALISATIONS EN FRANÇAIS :

SPECIALISATIONS TAUGHT IN FRENCH:

- Entrepreneuriat et Management des PME (EMP)

SPÉCIALISATIONS EN ANGLAIS :

SPECIALISATIONS TAUGHT IN ENGLISH:

- International Business (IB)
- Data Science and Organisational Behaviour (DS)

Spécialisation Entrepreneuriat et Management de PME (EMP)

Master Grande École 2018-2019																				
Intitulé de la Spécialisation :	Entrepreneuriat et Management de PME (EMP)																			
Département :	Management des Organisations et Entrepreneuriat																			
Responsable de la Spécialisation :	Olivier TOUTAIN	Email : olivier.toutain@bsb-education.com																		
Structure de la spécialisation : La spécialisation est composée de 4 modules de cours : - Leadership de l'entrepreneur ; - Business model et l'innovation ; - Processus entrepreneurial (depuis l'idée jusqu'à la présentation du business model) ; - Clients et marchés. Ces modules sont complétés par des événements (témoignages, films, conférences, visites d'entreprise) impliquant des entrepreneurs et des professionnels du monde de l'entrepreneuriat.																				
Présentation et objectifs de la spécialisation : La spécialisation a pour objectif général de permettre aux étudiants de se former aux fondamentaux : - de la culture entrepreneuriale ; - des spécificités de la gestion d'une TPE/PME, qu'elle soit créée ou reprise par l'étudiant, ou qu'il y trouve son premier emploi. D'un volume horaire total de 172 heures, la spécialisation repose sur une alternance entre : - des sessions de regroupement (enseignement des connaissances fondamentales liées à l'entrepreneur et à la création/transmission d'entreprise); - des séances de coaching personnalisé en conduite d'un projet de création ou de reprise d'activité. Tout étudiant intéressé par l'entrepreneuriat peut candidater à la spécialisation : il n'est pas forcément nécessaire d'avoir un projet initial pour intégrer la spécialisation.																				
Compétences Métiers visées : Entrepreneuriat et Management des PME (EMP) <table><tr><td>EMP-PS1</td><td>Être capable d'analyser une situation dans un cadre donné (diagnostic des risques de l'activité entrepreneuriale) et prendre des décisions en conséquence</td></tr><tr><td>EMP-PS2</td><td>Savoir-faire un business plan puis un plan de développement de son activité (formulation et explicitation de sa vision)</td></tr><tr><td>EMP-PS3</td><td>Savoir vendre son projet (aux investisseurs) et son activité (aux clients)</td></tr><tr><td>EMP-PS4</td><td>Maîtriser l'outil financier et la gestion des budgets</td></tr><tr><td>EMP-PS5</td><td>Connaître les enjeux stratégiques du management des ressources</td></tr><tr><td>EMP-PS6</td><td>Être capable de fédérer autour de son projet d'entreprise ses collaborateurs et les partenaires</td></tr><tr><td>EMP-PS7</td><td>Savoir structurer son activité, savoir s'entourer et déléguer lorsque nécessaire</td></tr><tr><td>EMP-PS8</td><td>Être capable d'identifier son périmètre de compétences par rapport aux besoins de son projet</td></tr><tr><td>EMP-PS9</td><td>Être capable de s'adapter à des situations difficiles (risques, stress, échec entrepreneurial) et d'en tirer l'expérience nécessaire</td></tr></table>			EMP-PS1	Être capable d'analyser une situation dans un cadre donné (diagnostic des risques de l'activité entrepreneuriale) et prendre des décisions en conséquence	EMP-PS2	Savoir-faire un business plan puis un plan de développement de son activité (formulation et explicitation de sa vision)	EMP-PS3	Savoir vendre son projet (aux investisseurs) et son activité (aux clients)	EMP-PS4	Maîtriser l'outil financier et la gestion des budgets	EMP-PS5	Connaître les enjeux stratégiques du management des ressources	EMP-PS6	Être capable de fédérer autour de son projet d'entreprise ses collaborateurs et les partenaires	EMP-PS7	Savoir structurer son activité, savoir s'entourer et déléguer lorsque nécessaire	EMP-PS8	Être capable d'identifier son périmètre de compétences par rapport aux besoins de son projet	EMP-PS9	Être capable de s'adapter à des situations difficiles (risques, stress, échec entrepreneurial) et d'en tirer l'expérience nécessaire
EMP-PS1	Être capable d'analyser une situation dans un cadre donné (diagnostic des risques de l'activité entrepreneuriale) et prendre des décisions en conséquence																			
EMP-PS2	Savoir-faire un business plan puis un plan de développement de son activité (formulation et explicitation de sa vision)																			
EMP-PS3	Savoir vendre son projet (aux investisseurs) et son activité (aux clients)																			
EMP-PS4	Maîtriser l'outil financier et la gestion des budgets																			
EMP-PS5	Connaître les enjeux stratégiques du management des ressources																			
EMP-PS6	Être capable de fédérer autour de son projet d'entreprise ses collaborateurs et les partenaires																			
EMP-PS7	Savoir structurer son activité, savoir s'entourer et déléguer lorsque nécessaire																			
EMP-PS8	Être capable d'identifier son périmètre de compétences par rapport aux besoins de son projet																			
EMP-PS9	Être capable de s'adapter à des situations difficiles (risques, stress, échec entrepreneurial) et d'en tirer l'expérience nécessaire																			
Métiers "cibles" auxquels prépare la spécialisation : ▪ Futurs cadres (intrapreneurs) de PME ; ▪ Futurs cadres (intrapreneurs) de Business Unit de grands groupes ; ▪ Entrepreneurs (créateur ou repreneurs d'entreprise).																				
Intervenants de la spécialisation : professeurs permanents, professeurs experts, interventions d'entrepreneurs et des spécialistes de la création/reprise d'entreprise.																				

Modules de la spécialisation :	
Module 1 : Leadership de l'entrepreneur Volume horaire : 40 Crédits ECTS : 4	Description : Ce module vise à prendre en compte la place prépondérante occupée par la prise de décision dans un environnement incertain. Il se divise en deux parties complémentaires : - Agir dans et avec son environnement en tenant compte d'un contexte d'incertitude et des différents acteurs qui le composent ; - Prendre des décisions, caractéristique majeure du profil du dirigeant-entrepreneur. Objectifs d'apprentissage : - EMP-PS1 : Être capable d'analyser une situation dans un cadre donné (maîtrise des risques) et à prendre des décisions en conséquence ; - EMP-PS9 : Être capable de s'adapter à des situations difficiles (risques, stress, échec entrepreneurial) et d'en tirer l'expérience nécessaire.
Module 2 : Business Model et innovation Volume horaire : 40 Crédits ECTS : 4	Description : Ce module vise, d'une part, à mieux connaître l'innovation et les processus innovants dans les TPE/PME et, d'autre part, à lier l'innovation avec l'élaboration du business model entrepreneurial. Objectifs d'apprentissage : - EMP-PS3 : Savoir vendre son projet (aux investisseurs) et son activité (aux clients) ; - EMP-PS5 : Connaître les enjeux stratégiques du management des ressources.
Module 3: Processus Entrepreneurial Volume horaire : 40 Crédits ECTS : 4	Description : ce module vise à acquérir les principaux éléments de méthodologie permettant l'élaboration du processus de création/reprise d'entreprise. Il se compose de quatre parties : - Connaître les fondamentaux du processus entrepreneurial ; - S'initier au développement d'une activité entrepreneuriale ; - Élaborer son projet de création/reprise d'entreprise, depuis l'idéation (phase amont) jusqu'à sa présentation devant un jury composé de financeurs et de professionnels de la création/reprise d'entreprise (phase aval); - Monter ses outils financiers liés à la création/reprise d'entreprise, en cohérence avec le projet envisagé. Objectifs d'apprentissage : - EMP-PS2 : Savoir-faire un business plan puis un plan de développement de son activité (formulation et explicitation de sa vision) ; - EMP-PS4 : Maîtriser l'outil financier et la gestion des budgets ; - EMP-PS6 : Être capable de fédérer autour de son projet d'entreprise ses collaborateurs et les partenaires ; - EMP-PS7 : Savoir structurer son activité, savoir s'entourer et déléguer lorsque nécessaire - EMP-PS8 : Être capable d'identifier son périmètre de compétences par rapport aux besoins de son projet.
Module 4: Clients et marchés Volume horaire : 40 Crédits ECTS : 4	Description : Ce module a pour objectif d'apprendre à définir sa clientèle et ses marchés cibles. Il se compose de deux parties : - l'acquisition de méthodes et d'outils pour définir ses marchés et ses clients ; - Stratégie digitale et enjeux numériques. Objectifs d'apprentissage : - EMP-PS1 : Être capable d'analyser une situation dans un cadre donné (diagnostic des risques de l'activité entrepreneuriale) et prendre des décisions en conséquence ; - EMP-PS3 : Savoir vendre son projet (aux investisseurs) et son activité (aux clients).

International Business Specialisation (IB)

Master Grande École 2018-2019		
Specialisation title :	International Business (IB)	
Department:	<i>Management des Organisations et Entrepreneuriat</i>	
Specialisation's Manager :	Jean-Guillaume DITTER	Email : jean-guillaume.ditter@bsb-education.com
Structure / Structure : <i>The International Business specialisation is made up of 8 classes, to be taught during the Autumn term.</i> La spécialisation du premier semestre est composée de 8 modules de cours.		
Objectifs d'apprentissage / Learning goals : <i>The International Business specialisation is an English-taught track that aims to train future internationally-oriented operational managers who will support business organisations into global market expansion.</i> Présentation : - Enseignement entièrement dispensé en anglais - Analyse des spécificités du management dans un contexte international Objectifs : Former les étudiants aux particularités des affaires internationales, en complément d'une formation généraliste, en vue d'occuper une fonction managériale dans tout type d'entreprise internationalisée.		
Admission requirements : English language certificate (for non-native speakers): TOEIC (750), IELTS (6.5)		
Compétences Métiers visées / Professional skills : <i>The specialisation provides students with primary knowledge in international business practices, combined with an understanding of today's global business environment and exposure to key issues in communication across cultures.</i> La spécialisation vise à développer des compétences transversales plutôt que des compétences métiers spécifiques (cf. ci-dessous). Toutefois, à l'issue de la spécialisation, les étudiants : - Connaîtront l'environnement (économique, social, juridique, culturel) des affaires dans un contexte international. - Disposeront de techniques et outils génériques de collecte et traitement d'information, de prise de parole - Disposeront de techniques et outils spécifiques : travail/communication dans un environnement international - Pourront analyser une organisation dans un contexte international - Auront évolué au sein de groupes multiculturels et reçu un enseignement spécialisé en anglais - Auront été formés selon des pédagogies interactives et autonomisantes - Auront été sensibilisés aux questions interculturelles dans le cadre du management international - Auront été exposés à une variété de publics supposant un travail personnel de compréhension et d'empathie		
Métiers "cibles" / Career perspectives : <i>Graduates will be able to hold a large variety of middle management positions within internationalized business organisations: Sales manager, export zone manager, import-export manager, international purchaser, executive manager in International SMEs</i> La spécialisation ne prépare pas à un métier cible, mais a pour objet de donner aux étudiants une connaissance globale de l'environnement international des affaires, en vue d'occuper une position managériale dans tout type d'entreprise internationalisée.		

CURRICULUM		
Course module	Contact hours	Learning Goals
Global Business strategy ECTS : 2	20	Know why, how and where business organisations expand overseas.
Environment of the International Manager ECTS : 2	20	Be exposed to key issues in today's global economy and their business implications.
Global Business Law ECTS : 2	20	Provide students with an understanding of the legal framework within which international business organisations operate.
Global Supply Chain Management ECTS : 2	20	Be acquainted with efficient management of international business operations.
International Marketing Management ECTS : 2	20	Introduce students to the task of building and implementing an international marketing policy and succeeding in its implementation.
Industrial Relations & International Human Resource Management ECTS : 2	20	Understand the nature, players and recent evolution of relationships between management and labour in the context of globalization.
International Finance ECTS : 2	20	Know the key tasks in international financial management
Global business and the digital economy ECTS : 2	20	Understand how digital technologies impact global business organisations on various levels

Data Science and Organisational Behaviour Specialisation (DS)

Master Grande École 2018-2019		
Specialisation title :	Data Science and Organisational Behaviour	
Department :	<i>Management des Organisations et Entrepreneuriat</i>	
Specialisation's Managers :	Angela Sutan Frank Lentz Roberto Hernan	Email: angela.sutan@bsb-education.com
Structure : The Specialisation in Data Science and Organizational Behaviour intends to train future leaders, data scientists and academics to the management of big data and behavioural change to a high level of expertise. The specificity of the program relies in the intersection between management, behavioural tools and rigorous understanding of the managerial and economic issues contained in the data. The program: i) offers students a unique program and advanced knowledge in behavioural and data sciences; ii) is taught by scientists, researchers and corporate partners in complete connection with their own activities in the field. iii) courses taught during the 1st term (Autumn): joint with the core courses of the MSc DSOB (The DSOB specialisation corresponds to the first semester of the MSc DSOB. It can be followed independently from the rest of the MSc degree)		
Presentation and objectives : i) key concepts, models and advanced tools of behavioural and experimental economics; ii) advanced models and modern statistical algorithms in data science; iii) applications to decision making in management and development of organizational tools within organizations, business policy, strategy and policymaking		
Professional skills : Creating value from information. The power of (big) data. Statistics and Data analytics. Understanding how data can be used to make business. Communication with data users. Data representation. Data transformation and analysis for decision makers. Ethical reasoning. Reduce, sample, create analytics, summarize information, present it in a useful way to the decision maker and make a set of scattered data something useful for users of them.		
Career perspectives : We form experts with a unique knowledge in the intersection between management, data science and behavior, able to put in practice effective tools to understand and modify decision making and deal with big data in organizations. We form professionals with a strong and useful research background likely to act in functions such as data analysts, data scientists, global strategists, analysts in counselling companies, chiefs in marketing services, management consultants, government officials, economists in banks and financial organizations, human resources managers etc... or develop their own company.		
Admission requirements : • English language certificate (for non-native speakers): TOEIC (750), IELTS (6.5)		

CURRICULUM	
Block 1: Data Management (80 contact hours)	
Module 1: Data Science Methods Contact hours : 40 h ECTS : 4	Outline: Introduction to computer sciences applied to data management. Learning goals: Learning the basics of Structured programming and languages such as VBA or Python.
Module 2: Applied Information Analysis Contact hours : 40 h ECTS : 4	Outline: Statistics and qualitative tools for managing and analysing new data sets (e.g. text messages, images, videos..) Learning goals: Using latest packages for data analysis (e.g. R, Stata, Text Visualisation).
Block 2: Behavioural Sciences (80 contact hours)	
Module 3: Behavioural Methods & Applications Contact hours : 40 h ECTS : 4	Outline: introduction to experimental methods and games fundamentals for the analysis of humans behaviour. Learning goals: Understanding the basics of experimental studies in behavioural sciences.
Module 4: Behavioural Tools Contact hours : 40 h ECTS : 4	Outline: designing and developing decision making and behavioural economics experiments. Learning goals: Being able to create your own behavioural scenario using Ztree, Otree, ...

SPÉCIALISATIONS EN FRANÇAIS :

SPECIALISATIONS TAUGHT IN FRENCH:

- Marketing Produit et Communication (MPC)
- Stratégie Commerciale (SC)
- Communication Évènementielle (CE)

SPÉCIALISATIONS EN ANGLAIS :

SPECIALISATIONS TAUGHT IN ENGLISH:

- Global Marketing (GM)
- Digital Leadership (DL) – Campus in Lyon

Spécialisation Marketing Produit et Communication (MPC)

Master Grande École 2018-2019		
Intitulé de la Spécialisation :	Marketing Produit et Communication (MPC)	
Département :	Marketing	
Responsable de la Spécialisation :	Lionel CÉVAËR	Email : lionel.cevaer@bsb-education.com
Structure de la spécialisation :		
La spécialisation est composée de 4 modules de cours.		
Présentation et objectifs de la spécialisation :		
La spécialisation Marketing Produit et communication a pour objectif d'offrir aux étudiants qui le souhaitent un approfondissement et un élargissement de leurs connaissances en marketing stratégique, en étude de marché, en gestion de l'offre B to B et B to C, ainsi qu'en gestion de la communication multicanal.		
Compétences Métiers visées :		
PGE PS MKG 01	Connaître et surveiller son marché, ses concurrents, ses produits et ses clients	
PGE PS MKG 02	Être capable de développer un positionnement différenciant sur le marché	
PGE PS MPE 03	Savoir faire preuve d'initiative, d'innovation et de créativité	
PGE PS MPE 04	Connaître et savoir utiliser les panels de distributeurs et de consommateurs	
Métiers "cibles" auxquels prépare la spécialisation :		
Business analyst & reporting, analyste marketing, chargé d'études, responsable études et panels, assistant chef de produits et chef de produits, category manager, product manager, gestionnaire de produit, responsable category management, ingénieur produit, responsable communication, chef de publicité, média-planneur, chargé de relations presse, responsable du marketing produits web, on-line marketing manager, responsable du marketing digital, responsable de l'innovation et de la stratégie web, responsable/chef de projet relation client, responsable/chef de projet e- CRM, responsable CRM et fidélisation, responsable campagne CRM, consultant CRM, customer service manager, social media manager, responsable des medias/réseaux sociaux, responsable marque employeur, responsable e-réputation, responsable média digital et social media, social media strategist, chargé de référencement web/Internet, traffic manager, responsable web analytics et acquisition de trafic, responsable partenariats et management de trafic web, responsable marketing affiliation et partenariats...		
Intervenants de la spécialisation :		
- Lionel Cévaër (Conseil en Communication, Directeur de la Communication, Directeur Marketing-Vente, Directeur Général, Coach Leadership, Entrepreneur-Investisseur et Expert en Plan d'Affaire) - Stéphanie Ronot-Sire (Directrice de Clientèle Media, Directrice de Clientèle Web, Responsable Communication et Partenariats) - Jean-Claude Villatte (Chef de Produit, Ingénieur Commercial, Directeur de la Communication, Directeur Marketing) - Stéphane Viglino (Responsable Etudes & Panels, Responsable Marketing, Chef de Groupe, Directeur Marketing, Conseil en Management) - Claire Mercier (Assistante chef de Groupe, Responsable Merchandising, Directrice Générale)		

MODULES DE LA SPECIALISATION	
Module 1 : DIRECTEUR MARKETING Volume horaire : 60h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> • Concevoir, mettre en œuvre et animer la politique marketing en cohérence avec la stratégie générale de l'entreprise. <u>Contenu du module :</u> • L'analyse du portefeuille d'activité ○ Segmenter les espaces stratégiques et les couples marchés/ produits ○ Identifier le mode stratégique et les compétences clés de chaque espace ○ Utiliser les études de marché pour identifier les variables d'environnement qui risquent de modifier les règles du jeu concurrentiel ○ Apprécier l'attractivité intrinsèque des DAS et des DAT ○ Comprendre le cadre de référence fondamental de l'entreprise, ○ Analyser la compétitivité de l'entreprise ○ Analyser l'équilibre du portefeuille d'activité actuel. • Définition de la stratégie marketing par domaine d'activité ○ Analyser l'équilibre global du positionnement ○ Définir les grands axes stratégiques de renforcement/ de maintien/ de désengagement ○ Apprécier l'aptitude de l'entreprise à mettre en œuvre le plan opérationnel adapté • Segmentation, ciblage et positionnement ○ Évaluer le potentiel et estimer le taux de croissance prévisible de chaque segment ○ Cibler les segments prioritaires en fonction de leur attrait ○ Définir le positionnement • Définition de l'offre ○ Choisir la marque sous laquelle sera commercialisée les produits ○ Définir la structure de gamme de produits ○ Définir les évolutions de la gamme de produits ○ Choisir les services additionnels aux produits ○ Définir la politique de prix • Définition de la politique de distribution ○ Choisir une commercialisation directe ou par distributeur, ○ Choisir les circuits et la nature de la distribution (sélective/ intensive/ exclusive) ○ Choisir le type de magasin et la localisation (géomarketing) ○ Accompagner le distributeur (trade-marketing) ○ Organiser les services de distribution (conseil assortiment, conseil merchandising, ..) • La stratégie de communication ○ Déterminer les cibles internes & externes ○ Définir les résultats attendus en termes de notoriété, d'image, de ventes ○ Définir le message que la campagne doit faire passer ○ Rédiger la plateforme de marque et la copy stratégie ○ Évaluer la création publicitaire ○ Choisir et coordonner les grands types d'actions « push/ pull et relayées » en « one to many/ one to few et one to one » pour briefer le médiaplanner • Le médiaplanning

	○ Connaître les prérequis à la définition d'une stratégie des moyens (méthodologie et indicateurs de performance média, le ciblage média) ○ Connaître les avantages et inconvénients des médias TV, presse, radio, affichage, web, cinéma, print et autres média « tactiques » ● Les Relations Presse et Relations Publiques ○ Communiquer sur les nouvelles de l'entreprise, de ses marques et de ses produits ○ Organiser les conférences et les interviews ○ Organiser les événementiels utiliser le mécénat ○ Promouvoir les publications, journaux d'entreprise et rapports annuels ● La promotion des ventes ○ Coordonner les réductions de prix, les ventes avec primes, les jeux et concours, les essais et les échantillonnages ○ Coordonner les informations et les formations distributeurs, les incitations financières, les aides à la vente ● La gestion budgétaire ○ Définir le budget et suivre sa réalisation ○ Analyser la performance et les écarts de performance pour s'assurer la rentabilité des actions marketing
Module 2 : CHEF DE PRODUITS Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> ● Gérer la vie d'un produit sur un marché B to C, de sa conception à sa distribution, en étant l'interface de l'ensemble des services et prestataires concernés : fabrication, gestion, promotion... <u>Contenu du module :</u> ● Études de marché ○ Assurer une veille économique et technologique pour se tenir informé des nouveautés et tendances du marché. ○ Commanditer des études auprès de prestataires externes (instituts) si nécessaire. ○ Analyser et synthétiser les informations recueillies afin de dégager les caractéristiques d'un marché. ● Stratégie : définition et positionnement du produit ○ Développer le produit, le faire évoluer en fonction de l'offre de la concurrence et des évolutions du marché. ○ Définir et ajuster le positionnement du produit sur le marché en termes de prix, d'image, de valeur ajoutée. ○ Définir la stratégie de communication produit adéquate qui accompagnera le lancement. ○ Créer l'ensemble des éléments de packaging et de merchandising qui permettront le lancement du produit. ● Lancement et animation opérationnelle ○ Communiquer auprès de la force commerciale afin d'assurer la promotion du produit (arguments, outils d'aide à la vente, opérations spéciales...). ○ Suivre les ventes en permanence afin d'ajuster la stratégie marketing. ● Gestion budgétaire ○ Contrôler le budget et l'ensemble des frais liés à la commercialisation du produit afin de s'assurer de sa rentabilité. ○ Optimiser l'ensemble des frais dans le but d'optimiser les profits. ○ Préparer le budget et les budgets révisés annuels.

Module 3 : INGÉNIEUR PRODUITS Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> • Être responsable de la vie d'un produit innovant sur un marché B to B, de sa conception fonctionnelle jusqu'à sa commercialisation. • Évaluer les besoins du marché, les exprimer auprès des équipes de production et accompagner le lancement du produit. <u>Contenu du module :</u> • Analyse de marché et veille technologique et économique ○ Assurer les fonctions de veille pour détecter les innovations majeures du marché et situer en permanence l'entreprise par rapport à la concurrence potentielle. ○ Analyser les études nécessaires pour cerner les attentes du marché : besoins consommateurs finaux, ergonomie, meilleurs usages, prix, design... ○ Assurer les remontées d'information de la part de l'ensemble des directions métiers de l'entreprise sur les attentes marché : service clients, direction commerciale, direction études, recherche et développement... ○ Anticiper les contraintes et/ou nouvelles possibilités réglementaires. • Définition et conception du produit ○ Définir un positionnement produit en phase avec les enjeux technologiques et économiques, et en tenant compte de la stratégie de développement de l'entreprise. ○ Réaliser ou faire réaliser des études de faisabilité technique du produit. ○ Réaliser une étude de marché qui permettra de valider la performance économique estimée du produit à lancer. ○ Mettre en place un business plan afin de s'assurer de la rentabilité future du produit en cas de lancement. • Développement du produit et interface avec les équipes études, recherche et développement ○ Définir des spécifications fonctionnelles précises et assurer la bonne traduction en termes de spécifications techniques avec les équipes de développement. ○ Suivre le plan de développement du produit avec les équipes R&D. ○ Suivre l'avancée du développement en lien avec les impératifs de lancement commerciaux : le " time to market ". ○ Valider l'adéquation du développement au cahier des charges défini en amont, notamment en termes d'usage et de valeur ajoutée sur le marché. ○ Faire corriger le produit en fonction des lancements de produits concurrents sur le marché. ○ Assurer le suivi budgétaire et l'adéquation permanente des ressources aux objectifs fixés. • Pilotage et accompagnement au lancement commercial ○ Contribuer à l'élaboration de la stratégie de promotion et de commercialisation : prix, circuits de distribution, communication... ○ Formaliser et/ou valider l'ensemble de la documentation technique et l'ensemble de la valeur ajoutée du produit sur le marché : performances technologiques, nouveaux services, nouveaux usages, prix... ○ Assurer une communication interne, notamment auprès des équipes commerciales pour accompagner le lancement du produit.
--	--

	○ Assurer une veille permanente sur les retours clients, marché et sur les performances commerciales afin de corriger les dysfonctionnements éventuels et/ou d'améliorer les performances du produit.
Module 4 : COMMUNICATION MULTICANAL Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> ● Promouvoir l'image de l'entreprise auprès de son environnement, définir la stratégie de communication multicanal de l'entreprise et piloter sa mise en œuvre à l'échelle nationale ou internationale. <u>Contenu du module :</u> ● Définition de la stratégie de communication ○ Fixer les orientations stratégiques de la communication de l'entreprise en matière d'image, de visibilité, de message... et définir le plan de communication annuel. ○ Définir la stratégie média, éditoriale et visuelle de l'entreprise (segmentation des cibles des messages, choix des canaux d'information et de l'éditorial...). ○ Créer une expérience clients/prospects via la conception d'une stratégie multicanal au service de la diffusion du message et, in fine, de l'offre commerciale. ● Mise en place la stratégie de prospection multicanal ○ Définir les segments cibles et les qualifier ○ Constituer, alimenter et gérer la base de données, clef de la stratégie et de la communication multicanal. ○ Concevoir les scénarii spécifiques à chaque groupe de prospects ou clients à fidéliser. ○ Concevoir un site web ○ Assurer la visibilité et l'accessibilité du site web via le référencement ○ Choisir la complémentarité site mobile/ appli ○ Utiliser les outils liés au téléphone ○ Assurer la présence de la marque sur les réseaux sociaux ○ Utiliser le QR Code ● Gestion budgétaire ○ Budgéter les plans de communication multicanal ○ Calculer le ROI des stratégies multicanal : intégrer des outils de mesure du retour client

Spécialisation Stratégie Commerciale (SC)

Master Grande École 2018-2019		
Intitulé de la Spécialisation :	Stratégie Commerciale (SC)	
Département :	Marketing	
Responsable de la Spécialisation :	Lionel CÉVAËR	Email : lionel.cevaer@bsb-education.com
Structure de la spécialisation :		
La spécialisation est composée de 4 modules de cours.		
Présentation et objectifs de la spécialisation :		
La spécialisation Stratégie Commerciale a pour objectif d'offrir aux étudiants qui le souhaitent un approfondissement et un élargissement de leurs connaissances en marketing, stratégie commerciale, gestion de la force de vente et négociation. Elle prépare notamment aux métiers qui constituent la majorité des opportunités d'embauche pour des jeunes diplômés des écoles de management, la fonction commerciale.		
Compétences Métiers visées :		
PGE PS MKG 01	Connaître et surveiller son marché, ses concurrents, ses produits et ses clients	
PGE PS MKG 02	Être capable de développer un positionnement différenciant sur le marché	
PGE PS MVC 03	Connaître et comprendre les outils et techniques de l'information dans le cadre de la communication multicanal	
PGE PS MVC 04	Rechercher en permanence une relation gagnant / gagnant	
Métiers "cibles" auxquels prépare la spécialisation :		
Ingénieur d'affaires, ingénieur des ventes, ingénieur commercial, chargé d'affaires, key account manager, négociateur de marchés, ingénieur commercial grands comptes, responsable de comptes clés, business manager, animateur des ventes, trade promotion manager, responsable des ventes, account manager, conseiller clientèle entreprises, business developer, chargé de développement commercial, chef de secteur, responsable de secteur, représentant commercial, promoteur des ventes, animateur des ventes, business developer, responsable du développement et des partenariats, cadre export, commercial export, chef de zone export, commercial digital, business developer digital, responsable commercial numérique, chargé de développement commercial numérique, chargé de développement numérique, responsable des produits numériques, responsable de la production print et digital, responsable/directeur d'un centre d'appels/call center, chef de publicité régie média, négociateur en immobilier d'entreprise, conseiller en immobilier, chargé de compte en société ou cabinet de courtage, Analyst revenue manager - yield analyst, yield manager, pricing analyst...		
Intervenants de la spécialisation :		
- Lionel Cévaër (Conseil en Communication, Directeur de la Communication, Directeur Marketing-Vente, Directeur Général, Coach Leadership, Entrepreneur-Investisseur et Expert en Plan d'Affaire) - Jean-Claude Villatte (Chef de Produit, Ingénieur Commercial, Directeur de la Communication, Directeur Marketing) - Frédéric Burdy (Responsable Export Europe, Directeur Commercial Europe, Directeur Commercial Monde) - Philippe Dasriaux (Directeur de Programme de l'Ecole de Vente CPC, Directeur de l'Académie Commerciale Internationale, Consultant et Dirigeant de Société Conseil, Formateur de Forces de Vente)		

MODULES DE LA SPECIALISATION :	
Module 1 : RESPONSABLE COMMERCIAL EXPORT Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> - Maîtriser les facteurs clés de succès de la vente à l'export, collecter l'information sur les différents marchés potentiels, identifier les intermédiaires et sécuriser les opérations. Contenu du module : Identifier les règles de fonctionnement des marchés à l'international - Le nouvel environnement économique des échanges internationaux. - Comprendre le déroulement d'une opération de commerce international. Etudier les marchés internationaux - Rechercher les sources fiables d'information. - Collecter les données. Comprendre les marchés cibles - Analyser l'organisation des marchés. - Segmenter les marchés. - Identifier les clients solvables. - Déterminer son potentiel de développement. Construire son plan de développement - Elaborer et défendre son business plan commercial. - Calculer et présenter un ROI. Sélectionner les intermédiaires - Choisir son mode d'implantation : importateurs, agents, distributeurs, filiales... - Préparer son dossier de prospection. - Sélectionner son partenaire étranger. Manager ses intermédiaires - Évaluer le potentiel de ses intermédiaires. - Négocier les objectifs. - Co-construire le PAC. Négocier à l'international - Les bonnes pratiques de la négociation internationale. - Préparer une négociation internationale à fort enjeu. - Définir ses marges de manœuvre. - Négocier ses prix et défendre ses marges. - Faire face aux demandes de concessions. - Préparer son argumentaire en fonction des cultures. - Proposer des solutions de financement. - Choisir les moyens et modes de paiement en fonction du risque-client et du risque pays - Sécuriser les risques juridiques. Maîtriser les techniques de couverture des risques financiers - Connaître les techniques de couverture du risque de change. - Se prémunir du risque d'impayé, l'assurance crédit.
Module 2 : CHEF DE SECTEUR Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> - Assurer la mise en avant commerciale, marketing et physique des produits de votre entreprise auprès des points de vente situés sur votre zone géographique. - Manager la force de vente dans un environnement B to C.

	<u>Contenu du module :</u> • La mise en avant commerciale ○ Identifier les centrales d'achat de rattachement des magasins de son secteur et leur fonctionnement ○ Connaître les variables d'action des enseignes de son secteur et l'implantation des magasins ○ Savoir faire un relevé de linéaire et l'interpréter ○ Savoir faire le lien entre le category management du distributeur et le category management du producteur pour mettre en avant l'offre produit et les éventuelles nouveautés de sa marque. • Le plan d'action commercial ○ Etablir un plan d'action avec les différentes horizons : année, semestre, mois. ○ Relayer les opérations spéciales, les jeux concours, les opérations de trade marketing et de merchandising. ○ Participer à la mise en place de ces opérations sur le terrain, convaincre les chefs de rayon de leur intérêt et les inciter à jouer le jeu. • Le suivi commercial ○ Remonter les informations sur les enseignes nationales auprès de la direction commerciale. ○ Assurer le reporting auprès de son supérieur (rapport de visite). • Le management de la force de vente en mass market ○ Structurer la force de vente ○ Recruter et rémunérer la force de vente ○ Etablir le plan d'action commercial du Responsable des ventes ○ Maîtriser les outils de la motivation et de l'animation (la réunion commerciale, la formation des vendeurs, la conduite d'entretien annuel, les concours, les challenges... ○ Accompagner les vendeurs sur le terrain (les étapes et le déroulement) ○ Maîtriser les spécificités du management de la force de vente en magasin
Module 3 : INGÉNIEUR D'AFFAIRES Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> • Etre l'interlocuteur privilégié du client dans l'entreprise et suit pour lui l'avancement des projets. • Etre garant de la relation commerciale en veillant au respect du cahier des charges défini par le client. <u>Contenu du module :</u> • La Veille technologique et commerciale ○ Assurer une veille technologique pointue sur le secteur d'activités de l'entreprise. ○ Suivre et anticiper les offres des concurrents afin d'identifier leurs avantages et inconvénients. ○ Suivre l'actualité des clients et prospects éventuels afin de détecter leurs besoins. • L'accompagnement commercial des projets ○ Analyser et diagnostiquer les besoins du client. ○ Déterminer, en lien avec la Direction Technique, les solutions les mieux adaptées (connaître et maîtriser les spécificités de la servuction). ○ Répondre aux appels d'offres ○ Présenter la solution retenue et la défendre auprès du client. ○ Participer aux négociations commerciales avec la Direction Commerciale

	• La gestion et suivi opérationnel des projets ○ Élaborer et suivre le projet en adéquation avec le cahier des charges validé par le client. ○ Définir les objectifs et les moyens en termes de délais, de coûts et de qualité. ○ Définir des indicateurs de suivi en lien avec les équipes de production. ○ Assurer la continuité des liens avec le client et s'assurer de sa satisfaction. ○ Assurer le reporting auprès du client en lui présentant des indicateurs pertinents sur la rentabilité de son investissement. ○ Suivre l'affaire sur le plan administratif et financier (relances, facturation...). • Le management de la force de vente en B to B ○ Connaître la différence entre le management d'une force de vente en B to B et en B to C. ○ Optimiser un portefeuille client : savoir utiliser la matrice "attraits – vulnérabilités" ○ Connaître la gestion et l'organisation des ressources, les différentes structures et organisations d'une équipe de projet ○ Savoir comment motiver une équipe de projet ○ Fixer des objectifs grâce à un processus « top-down » orienté plan d'action ○ Identifier les indicateurs de performance (IP) adéquates et piloter les plans d'action à l'aide des IP • Training commercial ○ Accompagner un organisme de formation continue, de la définition d'une stratégie de veille à l'élaboration de la politique d'offre et sa commercialisation.
Module 4 : TECHNIQUES DE COMMERCIALISATION AVANCÉES Volume horaire : 40h Crédits ECTS : 4	Description : <u>À la fin de ce module, vous saurez :</u> • Progresser sur sa capacité personnelle de communication pour acquérir une maîtrise des modes de fonctionnement de ses interlocuteurs • Mettre en place une démarche structurée de négociation en prenant en compte toutes les implications stratégiques de cette approche pour dépasser les seules techniques de vente <u>Contenu du module :</u> • Les techniques de communication d'influence adaptées à la négociation commerciale ○ Comprendre la démarche de négociation et ses outils : la méthode MESORE ○ Maîtriser les techniques d'écoute active ○ Améliorer sa communication inter personnelle avec les apports de la Programmation Neuro Linguistique (la synchronisation et ses différentes utilisations, la stratégie d'objectif) ○ Gagner en impact avec l'Analyse Transactionnelle et ses outils ○ Utiliser les outils de la Communication Orientée Solution ○ Utiliser FOPA ○ Gérer les situations difficiles (mécontentement, erreurs, oublis, service insuffisant...) ○ Répondre aux objections ○ Utiliser les techniques d'assertivité • La démarche de prospection ○ Préparer une prospection : les outils et leur utilisation

	○ <i>Monter un fichier prospect</i> ○ <i>Utiliser un CRM pour optimiser la stratégie de prospection</i> ○ <i>Utiliser le téléphone</i> ○ <i>Comprendre les cadres légaux et les mécanismes des appels d'offre</i> ○ <i>Maîtriser les techniques d'argumentation et de démonstration</i> ○ <i>Présenter une offre de services</i> ● <i>Training commercial</i> ○ <i>Simulation d'une proposition agence WEB marketing</i> ○ <i>Négociation de propositions de services : mise en situation professionnelle « la conception et la fabrication de solutions et de services de sécurité embarqués »</i> ○ <i>Négociation en Mass Market phase 1 : la centrale d'achat nationale ou régionale et son fonctionnement</i> ○ <i>Négociation en Mass Market phase 2 : la réalisation de la négociation</i>
--	--

Spécialisation Communication Évènementielle (CE)

Master Grande École 2018-2019		
Intitulé de la Spécialisation :	Communication événementielle	
Département :	<i>Marketing</i>	
Responsable de la Spécialisation :	Stéphanie SIRE	Email : stephanie.sire@bsb-education.com
Structure de la spécialisation : Cette spécialisation est construite autour de 4 modules. Chacun de ces modules traite d'une facette des métiers de l'événementiel. Chaque session de cours vise à développer les connaissances et les compétences attendues par les acteurs du secteur événementiel sur des profils juniors.		
Présentation et objectifs de la spécialisation : Notre objectif est de vous former aux métiers de l'événementiel représentant les principaux pourvoyeurs d'emplois du secteur. En suivant cette spécialisation, vous apprendrez les références et les réflexes de ces métiers. Notre objectif est de vous donner les clefs vous permettant d'être opérationnels le plus rapidement possible afin de gagner en autonomie, en capacité de prise de décision, et d'atteindre ainsi, rapidement, des postes stratégiques. Vous apprendrez, par exemple, à interroger des fournisseurs, à gérer un budget et des contrats, à imaginer une scénographie et à encadrer les équipes apportant chacune leur pierre à la réalisation de vos manifestations.		
Compétences Métiers visées : En cours de définition		
Métiers "cibles" auxquels prépare la spécialisation : Les métiers porteurs de ce secteur : chargé de projet événementiel, créateur d'événements, responsable sponsoring et mécénat, régie/production, manager de lieux d'accueil événementiels, Chef de projet événementiel en agence, Responsable de projet événementiel chez l'annonceur, Chargé(e) de communication événementielle ou de projet événementiel, Chargé(e) d'organisation événementielle, Chargé(e) d'affaires, Chargé(e) de Relations Publiques, Chargé de coordination événementielle, Régisseur de manifestations, Directeur des opérations, régisseur de site, Hospitality Manager, Conseiller d'exposants, Responsable de la coordination des opérations, Responsable accueil et billetterie, Attaché commercial de site, chargé de planning, Chef de projet de sites événementiels, Manager marketing événementiel.		
Intervenants de la spécialisation : Professeurs BSB et professionnels du secteur.		
Module 1 : La communication par l'événement Volume horaire : 40h Crédits ECTS : 4	Description : Le marché de la communication événementielle. Objectifs d'apprentissage : Connaître le marché. Positionner l'événementiel dans la stratégie des organisations, et comprendre l'apport de cette discipline dans l'atteinte de leurs objectifs stratégiques. Maîtriser les fondamentaux de la communication et de la communication événementielle. Contenu du module :	

	- Les fondamentaux de la communication et de la communication par l'événement. - Le concept de communication. Par l'analyse de concepts existants, vous en appréhendez les mécanismes de création, afin d'être vous-même en mesure d'en concevoir. - La scénographie. Ou comment votre événement donne du sens à votre communication. - La visibilité de votre événement.
Module 2 : Gestion juridique des échanges professionnels et management des hommes Volume horaire : 40h Crédits ECTS : 4	Description : Les échanges contractuels et la gestion managériale des équipes sont au cœur de la réussite du processus événementiel. Objectifs d'apprentissage : Comprendre les modalités de recrutement de ce secteur. Appréhender les usages d'échanges avec les parties prenantes au projet événementiel. Se connaître soi-même, ainsi que son environnement afin de développer les qualités relationnelles nécessaires au management des individus. Contenu du module : - Les métiers de l'événementiel, les contrats dans l'événementiel. - Le management des hommes. Manager avec souplesse tout en étant capable de prendre des décisions rapidement et avec sang-froid, dans des situations parfois sous tension.
Module 3 : Le projet événementiel Volume horaire : 40h Crédits ECTS : 4	Description : Les étapes clefs de la gestion d'un projet événementiel. Objectifs d'apprentissage : Connaître et savoir utiliser les outils clefs de la gestion de projet événementiel. Contenu du module : - Le développement commercial événementiel - Les outils de pilotage des événements : le planning, Le budget, les tableaux de bord, la logistique, la gestion des risques
Module 4 : Chaîne graphique et communication digitale Volume horaire : 40h Crédits ECTS : 4	Description : Acquisition de compétences relatives à la création graphique et à la conception de solutions digitales. Objectifs d'apprentissage : Comprendre les fondamentaux de la création graphique print et digitale. Acquérir la culture technique de l'image et du graphisme afin d'avoir un regard critique sur les travaux auxquels vous serez exposés demain. Connaître les fondamentaux techniques du marketing digital et de la gestion de projets digitaux. Contenu du module : - Formation sur les 3 logiciels incontournables de la suite Adobe : Photoshop, Illustrator et Indesign - Introduction à la chaîne graphique - Gérer un projet digital : apprendre les bases de la gestion de projet digital afin d'imaginer les solutions de demain

Global Marketing Specialisation (GM)

Master Grande École 2018-2019		
Specialisation title :	Global Marketing (GM)	
Department :	<i>Marketing</i>	
Specialisation's Manager :	Patrice PICCARDI	Email : patrice.piccardi@bsb-education.com
Structure : 8*20 hours teaching modules		
Presentation and objectives : The specialisation offers advanced knowledge in international business management with an emphasis in international marketing.		
Admission requirements : English language certificate (for non-native speakers): TOEIC (750), IELTS (6.5)		
Career opportunities: Positions in international marketing		
CURRICULUM		
Module 1 : ENVIRONMENT OF THE INTERNATIONAL MANAGER Contact hours : 20h ECTS : 2	Outline Introduction to international business Economic underpinnings of international trade and investment Political economy of international trade and investment The global Trading System Regional trade blocs The International Monetary System: business issues Learning goals At the end of the class, students should - Know the economic foundations of international business. - Be able to make connections between the above-mentioned models and actual international business/management practice. - Be able to make use of these concepts to consider and interpret real-life situations. - Be trained to develop their critical thinking skills, prepare executive presentations (slideshows), make oral presentations and carry out debates	
Module 2 : INTERNATIONAL MARKETING MANAGEMENT Contact hours : 20h ECTS : 2	Outline Introduction to global marketing Learning process through the PBL method Learning goals - Enable students to have a pragmatic international business overview - Introduce students to the complicated task of building and implementing an international marketing policy and succeeding in its implementation - Provide students with the opportunity to apply this knowledge from scratch with the creation of a specific marketing policy for a firm in limited time	
Module 3 : INTERNATIONAL FINANCIAL RISK MANAGEMENT Contact hours : 20h ECTS : 2	Outline Basics of the forex market Exchange rates Currency futures : valuation, speculation, hedging Currency options and currency swaps Interest rate swaps	

	Learning goals Be acquainted with international financial risk and related management techniques
Module 4 : E-COMMERCE AND MARKETPLACE Contact hours : 20h ECTS : 2	Outline Overview about commerce, e-commerce and marketplace How marketplaces work The marketing mix has been updated by marketplace Marketplace or not marketplace, to be customer centric Final case study Learning goals • This course is dedicated to the exploration of critical issues of e-commerce. • To gain market specific knowledge about the marketplace business model. • To understand how it's important to be consumer centric.
Module 5 : GLOBAL MARKETING STRATEGY Contact hours : 20h ECTS : 2	Outline New product development or brand extension strategy formulation Marketing plan with marketing mix Strategic marketing plan Learning goals To be able to take into account the complexity of Global Marketing
Module 6 : DETECTING AND IMPLEMENTING BUSINESS OPPORTUNITIES Contact hours : 20h ECTS : 2	Outline The primary objective of this course is to expose you to issues involved in international marketing. International business needs employees with international expertise. We will look at examples and frameworks of international marketing through the team projects and discussion. By providing the framework and a few in-depth examples, students should be able to apply this knowledge to the product and country specific examples that they will face in their future careers. Give students the opportunity to work on a marketing plan that can be used and shown to prospective employers. Learning goals • To enable students to have a pragmatic international business overview • To introduce students to the complicated task of building and succeeding in implementing an international marketing policy • To provide students with the opportunity to apply this knowledge from scratch with the creation of a specific marketing policy for a firm in limited time.
Module 7 : INTERNATIONAL LUXURY MARKETING Contact hours : 20h ECTS : 2	Outline Introduction to the luxury industry Introduction to luxury brand management Key luxury brand challenges/brand environment Patterns of luxury consumption - Focus: Cross-cultural differences Building global icon luxury brands Brand positioning and equity Experiential branding – Focus: Retail environment Designing and implementing international luxury marketing strategies – Focus: E-commerce Managing luxury brands over geographic boundaries – Focus: Brazil, India & China Learning goals • To critically analyse theoretical marketing concepts and frameworks within a luxury context.

	• To identify key success factors of luxury brand management with the objective to plan and evaluate international luxury branding strategies • To assess and evaluate relevant concepts and techniques in order to enhance profitability of international luxury brand strategies. • To assess and apply best practices of international luxury marketing with the objective to recommend appropriate brand marketing elements for luxury goods and services
Module 8 : BUSINESS NEGOTIATION Contact hours : 20h ECTS : 2	Learning goals • To be able to take into account the complexity of Global Marketing

Digital Leadership Specialisation (DL) – Campus Lyon

Master Grande École 2018-2019		
Specialisation title :	Digital Leadership (DL)	
Department :	Marketing	
Specialisation's Manager :	Yann TRUONG	Email : yann.truong@bsb-education.com
Structure :		
This Specialisation will take place on the LYON campus.		
Presentation and objectives :		
The digital revolution has already begun to dramatically reshape society, institutions, business and the economy with far-reaching implications for the future. These changes present many opportunities for value creation, but also impose challenges on society. For example, digital platforms have an economic potential of over 335 billion USD (PwC, 2014) and are transforming the way we move (Uber), eat (Foodora), buy (Ebay, Amazon), find information (forums, digital media), interact (Facebook, Twitter, Snapchat), communicate (Skype), seek entertainment (Youtube), travel (AirBnB), finance (Kickstarter), and work (Dropbox, Clouds). The new promises of artificial intelligence and blockchain technologies are on the way to accelerate these changes on an unprecedented magnitude. This transformation has allowed new powerful companies to emerge, but is also urging incumbent organisations to improve their structures and operations to remain competitive in the digital era. However, navigating the digital world is a complex journey, because it is fraught with uncertainty as power has shifted from organizations to individuals, and technological progress seems to offer unlimited possibilities for market disruptions. The programme aims to help students acquire the critical skills to navigate in the digital world and seize opportunities for value creation. Upon completion, graduates will have obtained advanced skills to either help their future employer take on the challenge of digital transformation or to embark upon an entrepreneurial venture. Skills are acquired through a combination of learning-by-doing activities and challenges, whether it be inside or outside the classroom. For example, students will be able to conduct many field-work projects, attend professional conferences, collaborate with other institutions, create and manage a company in a virtual business game, and participate in the organisation of digital events. Modules have been designed in the form of an (ad)venture in the 2.0 world.		
Career opportunities:		
- Business founder - Digital manager - Digital marketing manager - Chief digital officer - Digital business development manager - Digital brand manager - Community manager - Digital innovation manager - Digital product manager		
Learning outcomes:		
The skills students will acquire are listed below:		
DL-LO-01	To evaluate the economic viability of a project by covering the basic financial elements	
DL-LO-02	To undertake a market study to evaluate the economic and social viability of a business opportunity	
DL-LO-03	To design a sound strategy for a project or corporate objective and elaborate a course of actions to implement the strategy	

DL-LO-04	To undertake and manage tasks in creativity and innovation activities
DL-LO-05	To write a business plan for a digital project and entrepreneurial venture
DL-LO-06	To pitch a project in a convincing and argumentative way, using effective rhetorical strategies
DL-LO-07	To incorporate inter-cultural specificities in the evaluation of global business opportunities
DL-LO-08	To identify the course of technological change in an industry and assess its impact on both the ecosystem, the community, and the society
DL-LO-09	To analyze the dynamics of social media and their relationship with collaborative platforms
DL-LO-10	To elaborate the components of a business model for a new product or service
DL-LO-11	To identify value creation opportunities in a digital environment
DL-LO-12	To lead a digital project by gaining support from stakeholders and access to critical resources to achieve the performance objectives
DL-LO-13	To commercialize an innovation in the target marketplace using appropriate marketing tools

Admission requirements :

- English language certificate (for non-native speakers): TOEIC (750), IELTS (6.5)

CURRICULUM

Course module	Contact hours	Learning goals
<i>FIRST SEMESTER - MSc core courses</i>		
Creativity and innovation management ECTS : 3	30	Creativity is the mother of innovation. A recent study found that multidisciplinary groups (with different profiles) are more creative than single-disciplinary groups (with similar profiles). Mixing different profiles increases the spectrum of views on a problem, and thus improves the chances of solving the problem. This also echoes the growing view that difficult challenges can only be solved with innovative solutions. Innovation is one of the most challenging and critical activities to any firm as it helps the firm achieve greater differentiation and competitive advantages. Yet, innovation processes are highly uncertain and contingent on many environmental factors. In this course, students will learn about the management of both creativity and innovation activities within an organisation. <u>Course content:</u> - Design thinking - Management of creativity teams - Knowledge management - Strategic management of innovation - Disruptive innovation theory

Writing business plans and pitch perfect ECTS : 4	30	Business plan may be the only written document that investors or stakeholders will read to make a decision. Therefore, entrepreneurs need to be perfectly efficient at writing convincing business plans. Pitching is the art of communicating an idea effectively in a very short time. This skill is important because entrepreneurs and project leaders often have limited time to convince resource-holders about the viability of their ideas. The students will be expected to participate to a pitching contest at the regional or national level. <u>Course content:</u> Writing business plans - Structure and elements of a business plan - Financials in a business plan Pitch perfect - Oral expression - Theatre play - Rhetorical strategies for pitching business ideas
Marketing 3.0 and the digital consumer ECTS : 3	30	This course introduces the novel marketing tools that have been enabled by digital technologies, and therefore takes a disruptive stance on "traditional" marketing methods. It also introduces new theories on consumer behavior in the digital age. <u>Course content:</u> - Marketing of innovation - Marketing on new media - Consumer behavior in the digital age - E-commerce in the global marketplace - The globalization of consumers
Collaborative economy in the digital age ECTS : 3	30	Collaborative or sharing economy is the next industrial revolution, and will be the starting point of many new digital ventures in the near future. It is therefore critical that students understand the economics of collaborative economy in order to seize entrepreneurial opportunities in this growing area. <u>Course content:</u> - Economics of multi-sided platforms - Case studies of the major collaborative platforms - Sociological perspectives of collaboration - The collaborative economy
The digital world ECTS : 4	30	The digitalization of the world impacts our societies in many ways. It has created new social behaviors and is opening many doors for improving human well-being including home security, life monitoring, autonomous driving, robotics and humanoids, etc. Students in the digital world will have to understand the social implications of digitalization to become skilled leaders. <u>Course content:</u> - The digitalization of society - Connected objects - Smart cities - Big data - Futurology of technologies

Management in changing environments ECTS : 3	30	Digital environments are fraught with uncertainty because of steep technological trajectories, more frequent market disruptions, emergence of new players who are born-digital, and institutional rearrangements following the digitization of an ecosystem. Future managers will be expected to possess and develop agile capabilities to cope with uncertain, changing environments, whether it be in the context of a transforming organization or a new venture competing in an emerging market. The objective of this course is to endow students with knowledge on the processes of change management, the dynamics of changing environments, and leadership in transition times. The following contents will be applied to digital environments. <u>Course content:</u> - Principles of change management - Dynamics of changing environments and ecosystems - Managing resistance to change - Understanding Psychology of Change - Managing Key Stakeholders
--	-----------	---



DIJON - LYON - PARIS - BEAUNE

BSB - Burgundy School of Business
29 rue Sambin - BP 50608 - 21006 DIJON Cedex
Tel. +33 (0)380 725 900 - Fax +33 (0)380 725 999
contact@bsb-education.com

BSB-education.com





COURSE CATALOGUE
INTRODUCTION YEAR TO
BUSINESS AND MANAGEMENT
2018-2019

ENGLISH TRACK - SPRING

Summary:

Core courses - (English) S2 - BiB Information Technology for Managers 2.....	3
Core courses - (English) S2 - Cost management.....	4
Core courses - (English) S2 - Finance 1: Financial Tools and Markets.....	5
Core courses - (English) S2 - Finance 2: Value and investment.....	6
Core courses - (English) S2 - Financial Accounting 2.....	7
Core courses - (English) S2 - Geopolitics for Business.....	8
Core courses - (English) S2 - Management of organizations.....	9
Core courses - (English) S2 - Market research.....	10
Core courses - (English) S2 - Operations management.....	11
Core courses - (English) S2 - Simulation d'Entreprise BIB (Business Game).....	12
Core courses - (English) S2 - Statistics & Data Processing.....	13
Français et Culture - French - Elementary.....	15
Français et Culture - French - Intermediate.....	16
Français et Culture - French - Advanced 1.....	18
Français et Culture - French culture and society.....	20
Français et Culture – Culture et société.....	21
Français et Culture - Intercultural Management and Communication.....	22

All course descriptions are based on 2018-19 syllabus and are subject to modifications.

Core courses - (English) S2 - BiB Information Technology for Managers 2

Contact hours: 18 **Total student workload (in hours):** 62 **ECTS:** 2 **Semester:** Spring

Module Manager: LENTZ Frank

Pre-requisites: ITM 1

Description: The purpose of this course is to develop the student's ability to select and use standard software to process data, yield information, make decisions and provide easy communication. The course revolves around an e-learning programme and exercises of varying difficulty designed to facilitate skill-based improvement.

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

- Understand the role of IT and information systems in the management of a company.
- Analyse and resolve problems, and be able to properly structure your argument.
- Make decisions and be creative.

At the end of the course, participants should be able to operate efficiently both spreadsheet and database management software.

Assessments:

Continuous individual assessment - Written exam 20%

Continuous individual assessment - Written exam 60%

Continuous individual assessment - Written exam 20%

Course Reading:

HERVO Corinne (2013), Access 2013, ENI,, 221.03 HER

Core courses - (English) S2 - Cost management

Contact hours: 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: ALIA Hayyan

Pre-requisites: Accounting (Basic)

Description: This course focuses on introducing management and cost accounting systems with an objective of training students in identifying and using relevant cost information for planning, decision-making and control. The main topics for this course are as follows: Cost Categories, Cost-Volume-Profit Analysis, Relevant Costs for Decision-Making, Traditional Costing System and Inventory Valuation.

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

- Understand the fundamentals of managerial accounting.
- Analyse and solve a problem, and structure their thinking.
- Make economic decisions based on cost analysis.

Methodology:

Language of Instruction: English

Teaching tools: E-learning. Manual learning. Active support in class.

Teaching methods: Problem-based learning (in groups).

Assessments:

Continuous individual assessment - Quiz 25%

Continuous collective assessment – Group work in the classroom 15%

Final individual assessment - Written exam 60%

Course Reading:

DRURY Colin (2015), Management and cost accounting, Cengage Learning, 133.57 DRU

HORNGREN Charles T. (2015), Management and cost accounting [E-BOOK], Prentice Hall, 133.57 HOR

Core courses - (English) S2 - Finance 1: Financial Tools and Markets

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: JACQUIN Marie Pierre

Pre-requisites: Basis in mathematics - financial accounting

Description: In this module, you will learn the key financial concepts and tools necessary in order to make financial decisions. You will also learn how to evaluate bonds and stocks in simple cases.

Main topics: Present value - Bank loans: reimbursement and annuities - Main financial markets (recap) – Principles of Valuation for Bonds and Stocks

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

- Understand the role of the financial markets and the principles of asset valuation (financial securities, projects, firms).
- Understand the fundamentals of accounting, management control and finance,

Methodology:

Language of Instruction: English and French

Teaching tools: E-learning. Active support in class

Teaching methods: Classroom learning

Assessments:

Final individual assessment - Written exam 60%

Continuous individual assessment - Written exam 40%

Course Reading:

VERNIMMEN Pierre (2014), Corporate finance: theory and practice, John Wiley & Sons,, 131.55 VER

VERNIMMEN Pierre (2014), Corporate finance: theory and practice [E-BOOK], John Wiley & Sons, 131.55 VER

VERNIMMEN Pierre (2015), Finance d'entreprise 2016, Dalloz,, 131.55 VER

Core courses - (English) S2 - Finance 2: Value and investment

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: JACQUIN Marie Pierre

Pre-requisites: Basis in Financial Accounting - Financial tools & markets

Description: The purpose of this module is for the student to understand the principles of value creation – how to manipulate investment decision criteria – as well as to understand the principles of capital cost measurement and the impact of the financing structure on the cost of capital and on the company's value.

To be learned: Cash Flow - NPV / IRR - WACC / CAPM

Learning objectives: At the end of this course, students should:

- Be acquainted with the fundamentals of accounting, management control and finance
- Understand the particulars behind investment decisions
- Know how to analyse and solve a problem, and know how to structure their thinking
- Be adaptable and capable of learning

Methodology:

Language of Instruction: English, French

Teaching tools: E-learning. Case studies. Active support in class.

Teaching methods: Case studies. Internet resources. Classroom learning

Assessments:

Final individual assessment - Written exam 60%

Continuous individual assessment - Written exam 40%

References:

VERNIMMEN Pierre (2011), Corporate finance : theory and practice, John Wiley & Sons, 131.55 VER

VERNIMMEN Pierre (2009), Corporate finance : theory and practice [E-BOOK], John Wiley & Sons, 131.55 VER

BODIE Zvi (2011), Finance, Pearson Education, 131.55 BOD

Core courses - (English) S2 - Financial Accounting 2

Contact hours: 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: BRULLEBAUT Bénédicte

Pre-requisites: Basis in Financial Accounting: (Balance sheet, income statement, T-accounts)

Description: This module is a core curriculum module and is the continuation of the Financial Accounting 1 module, taught in the fall semester. It allows students to discover the principles of companies' income tax and the accounting of groups, through consolidated financial statements and the IFRS.

The main topics for this module are as follows:

- Accrual accounting, prepaid expenses
- Corporate taxation
- Intercorporate Minority Interests
- International Financial Reporting Standard (IFRS)
- Consolidated financial statements

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

- Understand the tax environment of firms
- Understand the fundamental principles of accounting

Methodology:

Lectures, Exercises, Case studies

Teaching tools: E-learning. Cases. Individual assignments

Teaching methods: Case studies

Assessments:

Continuous collective assessment - Collective case study 30%

Continuous individual assessment - Quiz 70%

References:

ATRILL Peter, Accounting and Finance: an Introduction; Editions Pearson Education, 2014 (7ième edition); 132.55 ATR

ATRILL Peter, Accounting and Finance for non-specialists; Editions Pearson Education, 2014 (9ième edition); 132.55 ATR

HARRISON Walter T, Financial accounting: international Financial reporting standards; Editions Pearson, 2014 (9ième édition); 132.47 HAR

Core courses - (English) S2 - Geopolitics for Business

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: DITTER Jean Guillaume

Description: Once upon a time business could pretend that 'the business of business is business' and that global problems were best left to politicians. Purely market-based parameters were held to be sufficient for corporate decision-making, and management education was monopolised by the notion of operational effectiveness, taught through the disciplines of finance, marketing and management. Today, such a 'hands off' approach is a liability. The past decade has profiled global threats in ever sharper relief: international terrorism, nuclear proliferation, environmental degradation, climate change, natural disasters, poverty and hunger, unmanaged migration, corruption, resource depletion, financial and economic crisis. Navigating this complex environment requires a sound understanding of the linkages between international politics and economics, and how they intersect with corporate business interests. Political entrepreneurship is therefore a 'must' in every manager's toolbox; it calls for a discipline that accommodates all aspects of the new global matrix of business: geopolitics. Traditionally, 'geopolitics' was used to describe how international relations and the foreign affairs and security of states are influenced by geography, politics, and economics. This definition is state-centered, with an emphasis on conflicts over territory and borders. In the business school context, the practice of 'geopolitics' refers to international risks and their impact on investment or distribution decisions, international marketing, reputation management, and ethical decision-making. A geopolitical mindset encourages systemic thinking and reinforces decision-making capacity. It shows managers the way to grasp the 'bigger picture' and become good global citizens. Finally, the discipline's traditional focus on the nature, exercise, and sources of power in the international arena is an asset in determining corporate strategies. At the end of this module, students should be capable of formulating coherent comprehensive and informed opinions with regard to the stakes of international politics. In addition, they should be able to apply this skill to the challenges faced by companies operating in an international environment, replete with risks and opportunities. Particular attention will be paid to power relationships and the relations between governments and states. New geopolitical phenomena linked to the rise to prominence of NGOs, media and international companies will be integrated.

Learning objectives: At the end of this module, students should:

- Be acquainted with the economic, legal and political environment of international business
- Know how to communicate effectively, both orally and in writing
- Be acquainted with the specific issues involved in conducting business operations on an international scale
- Understand the geopolitical balance of power and the issues involved

Assessments:

Final individual assessment 60%

Continuous collective assessment 40%

References:

Handbook On The Geopolitics Of Business, Joseph Mark S. Munoz, Millikin University, US

Core courses - (English) S2 - Management of organizations

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: LOUIS Anne Sophie

Description: The purpose of this module is to help students to understand the functioning of organisations and their evolution. Students will discover the main theoretical grids to analyse organisations and will examine real-life organisational situations.

Course Overview: 4 topics in 8 Sessions

Topic 1: Definition of Organization and Organizational Structures

Topic 2: Organizational Environment

Topic 3: Organizational Culture

Topic 4: Organizational Change

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

- Understand the principal dimensions of the analysis of organizations
- Formulate recommendations suited to the situation on a strategic level.

Methodology: Preparing case studies and presentations to be delivered during the class

Teaching Methods: Active participation during the sessions – Articles, slides and cases available on E-learning - Questions to be used as preparation for the final exam available on E-learning

Teaching tools: Cases. E-learning. Course support

Pedagogical methods: Case studies

Assessments:

Final individual assessment - Written exam 60%

Continuous collective assessment - Collective case study 40%

Skills:

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

MGE GK 04.02 - To be acquainted with and to understand the principal dimensions of the analysis of organisations

MGE GS 07 - To know how to communicate effectively, both orally and in writing

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

References:

Mc AULEY John (2007), Organization theory: challenges and perspectives, Prentice Hall, 111.46 MAC

CLEGG Stewart R. (1999), Studying organization: theory & method, Sage, 111.55 CLE

SCOTT Richard W. (2007), Organizations and organizing: rational, natural, and open system perspectives, Pearson Education, 111.55 SCO

HANDY Charles (1999), Understanding organization, Penguin Books, 164.22 HAN

Core courses - (English) S2 - Market research

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: SIRE Stéphanie

Description: A course delivered in three phases, starting with the explanation of the reasons and practices of conducting market research. Phase 2 will discuss the considerations in conducting qualitative research, with the following course being the conduct of an analysis and presentation of recommendations in a group setting. Phase 3 will present the importance of procedural replication in quantitative research, with the final course being an individual analysis of a mock set of data in the design, execution and analysis of a quantitative study.

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

- Understand the fundamentals of marketing and sales
- Analyse and understand the behaviour of the consumer

Methodology:

Teaching tools: Cases. Course support. E-learning. Work

Pedagogical methods: Case studies. Discussion groups. Oral presentations. Interviews. Projects. Inquiries

Assessments:

Continuous individual assessment - Quiz 50%

Continuous collective assessment - Collective dossier 50%

References:

BAINES Paul (2002), Introducing marketing research, John Wiley & Sons, 121.25 BAI

BURNS Alvin C. (2000), Marketing research, Prentice Hall, 121.25 BUR

MALHOTRA Naresh K (2006), Marketing research : an applied approach [E-BOOK], Pearson,, 121.25 MAL

MALHOTRA Naresh K. (2007), Etudes marketing avec SPSS, Pearson Education, 121.25 MAL

Core courses - (English) S2 - Operations management

Contact hours: 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: CIESLEWICZ Alain

Description: Introduction to SCM

The improvement of a company's performance requires an efficient flow management. This means understanding operational systems, including main sub-systems and the links between them. This includes the following: production planning and control, inventory management, (including material requirement) operations scheduling, product and process design, logistics and supply chain management, Information Systems (IS) for Enterprise Resources Planning (ERP).

Learning objectives: At the end of this module, students should:

- Be acquainted with decision-making tools and a firm's information systems
- Understand the importance of and be acquainted with the tools of the supply chain management

Methodology:

Questions and answers sessions to further elucidate the concepts.

Case studies and Further work, individually or within your workgroup

You will be required to prepare for the lectures through prior reading (magazines and books). We want the lesson to be an active dialog with the professor

Teaching tools: Manual. Cases. Course support. Periodical. E-learning

Pedagogical methods: Case studies. Critical analysis

Assessments:

Continuous individual assessment - Quiz 30%

Final individual assessment - Written exam 70%

References:

BLACKSTONE John H. Jr. (2008), APICS dictionary, ASPICS (The Association for Operations Management), 052.2 BLA

WALLER Derek L. (2003), Operations management : a supply chain approach, Thomson Learning, 141.55 WAL

Core courses - (English) S2 - Simulation d'Entreprise BIB (Business Game)

Contact hours: 12 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: AJDUKOVIC Ivan

Pre-requisites: Good academic progress in the first year.

Description: Online Business Game

Create and adapt a business strategy to increase production and ensure the performances of a business on a competitive market.

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

- Understand the general operation of a business
- Understand the relationship between the different aspects of company management
- Identify the impact of competition on a company's performance.
- Possess improved decision-making skills
- Work in a team and act as a leader, as appropriate

Methodology: Six 2 hour sessions

Teaching methods: Simulations

Assessments:

Final assessment - Shareholder letter 50%

Continuous collective assessment - Simulation game 50%

Skills:

MGE GS 01 - To know how to analyse and solve a problem and to know how to structure one's thinking

MGE GS 06 - To work with others, to possess relational qualities

References:

Manual on bsb-education.cesim.com.

Core courses - (English) S2 - Statistics & Data Processing

Contact hours: 18 **Total student workload:** 62 **ECTS:** 2 **Semester:** Spring

Module Manager: SUTAN Angela

Pre-requisites: basics in mathematics

Description: This course is relevant for managers because in their everyday work, they are expected to properly and logically collect, present and describe information, to form conclusions about large populations based only on information acquired on limited samples, to obtain good forecasts and to know how to improve managerial processes. Therefore, the structure and the content of this course will be built in order to give them these tools. The learning method will be based on understanding and interpreting concepts and tools, so the use of mathematics and calculations will be kept to a minimum by using the Microsoft Excel package. In addition, students will be familiarized with experimental techniques for data collection.

Learning objectives: The course focuses on the active and passive use of statistics and other quantitative methods in managerial decision-making.

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

- Understand the main issues involved in conducting quantitative or technical research in management.
- Collect clear data and avoid biased survey techniques and design a simple unbiased experiment in decision making.
- Analyse and interpret data by using key quantitative tools.
- Understand group differences and their implications for managerial decisions.
- Use their complete academic skills (research, analysis, synthesis) when conducting a project in order to facilitate decision making or the management of uncertainty and always take into account the technical and quantitative part of a decision problem.
- Critically analyse a concept, a report, an argument.
- Easily use simple technical and quantitative software.
- Take a technical decision independently or cooperatively.
- Communicate effectively their results by using reasoned arguments and facts in a logical way.
- Let the data ethically and with integrity present the facts.
- Formulate and conduct a complete management research project
- Master the operational tools and methods to design, implement and evaluate a strategy
- Understand the importance of decision-making tools in management and to know how to use them when managing a project

Methodology: Teaching methods: The teaching hours will consist of a mixture of technical lectures, case study discussions, project work and field statistical work. The technical lectures will give students the opportunity to learn about statistical tools and to understand how and when they should be used by a manager. They will familiarize students with the technical thinking in order to make them able to select the appropriate technical tool when dealing with a decisional problem or to construct it. The case study discussions will help students to gain a deeper understanding of the use of statistical tools and will form their critical eye in commenting results or managerial reports. The project work will give students the opportunity to put into practice all terms and tools they are learning in a decision problem and will give them the opportunity to exchange within a group and to peer evaluate their knowledge and skills. The field statistical work is closely related to the project work and will familiarize students with collecting data without biases, choosing the right method, interpreting data and formulate recommendations.

Teaching tools: E-learning. Cases. Data base

Pedagogical methods: Critical analysis. Case studies. Researches. Projects. Simulations. Diagnostics. Games

Assessments:

Continuous individual assessment - Individual case study 50%

Final individual assessment - Individual dossier 50%

Skills:

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

MGE GK 04.05 - To master the operational tools and methods to design, implement and evaluate a strategy

MGE GK 05 - To be acquainted with decision-making tools and a firm's information systems

MGE GS 02 - To position one's action within an organisation

References:

LEVIN Richard I. (1991), Statistics for management, Prentice Hall, 212.55 LEV

LEVINE David M. (1999), Statistics for managers using Microsoft Excel, Prentice Hall,

LEVINE David M. (1999), Statistics for managers using Microsoft Excel : cd-rom, Prentice Hall,

Français et Culture - French - Elementary

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: family – professions – home - daily life - public transport – directions – weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative pronouns – adjectives – questions – (in)definite articles – special prepositions – directional adverbs

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

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Understand the grammar described in the detailed content above
- Briefly describe past, present and future activities
- Ask personal questions and answer them, and then talk freely about that subject
- Recognize modern words and phrases and understand short informative texts
- Orally understand the main subject of an audio extract and discuss the topic

Methodology: The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011.

Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017

Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010

Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010

Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014

Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015

Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette F.L.E.

Français et Culture - French - Intermediate

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: Everyday life – People and places – Current events – The world of work – Popular Media (tv programmes, newspapers, radio etc.)

Grammar: Past tenses – Future tenses – Conditional tenses – Subjunctive – Passive – Basic relative pronouns – Emphasis – Complex relative pronouns – Spatial and Temporal markers – Useful interjections

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

- Use theme-specific vocabulary studied in class to talk about subjects such as: physical and personal descriptions, free time, work, travel, current affairs.
- Handle with ease the grammatical features highlighted in the above paragraph.
- Summarise a source of information: provide a report on it, explain its argument and give opinions on the topic.
- Initiate and hold a conversation on everyday life and activity (physical and personal descriptions, free time, work, travel)
- Understand the key points of a given article
- Recognise the key features of an audio-visual passage on work, school, free time or travel.

Methodology

The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009
PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Nathan / CLE international, 903 STE

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette FLE (Français Langue Etrangère), 907 DEL

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005

GRÉGOIRE Maïa, THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011

MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013

STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004

THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

Français et Culture - French - Advanced 1

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This module is designed to raise the student's language ability to around B2-C1. The student will improve their ability to speak, understand and write in French by developing an enriched vocabulary and mastering structures that are more complex. They will also gain a deeper appreciation for the French language and culture through the study of everyday situations, current affairs and seminal works.

Grammar: passé composé/imperfect/pluperfect revision and consolidation – time conjunctions – reported speech in the past – passive voice – complementary pronouns: direct, indirect, subordinate, "en" and "y" – comparisons – oppositions – expression of the object – expression of the action – consequence and intensity – past conditional to express regrets and reproaches – subjunctive in expressions of sentiment and judgment, as well as expressions of doubt and uncertainty – expression of cause and effect

Vocabulary: description of a person or group – text speech – IT speech – industry know-how – work and the economy – emotion and sentiment – health and illness – appreciation – architecture – transformations – counting and quantifying – environment and ecology

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

- Communicate in the French language to a high standard on a daily basis in a wide variety of situations.
- Understand linguistic, sociolinguistic, cultural and pragmatic nuances that allow them to refine their everyday interactions and deepen their knowledge of French culture.
- Communicate and connect with students of different nationalities.
- Develop their communication skills with people from various backgrounds in a foreign language.
- Provide an overview of their own culture, showing overlap and relations with other cultures and peoples.
- Integrate into professional scenarios, either as an individual or as part of a group, by putting into practice their improved knowledge of discourse: preparing oral presentations, summarising documents orally, and proofreading professional documents.

Methodology: The ideal teaching environment is one of communication and practice, where students are placed in situations where they must interact with French speakers and solve real-life problems, both in the personal and professional sphere.

Teaching tools:

- Oral and written comprehension exercises allow students to develop a method of language learning that works for them thanks to a plethora of authentic documents and varied primary sources.
- Grammar exercises allow students to get a grasp on the essential grammatical structures used in the language today, which are then followed by written exercises to consolidate them/
- Vocabulary sheets go over key words and phrases by theme, with ensuing exercises showing the students how to use them in everyday situations.
- Oral exercises allow students to interact in small groups and discuss current issues, cultural or intercultural affairs.
- Written work is used to prepare them for professional and student life in France

Other tools: CD - Support Audio. E-learning. Course support. Role play

Pedagogical methods: Oral presentations. Debates. Interviews. Games

Assessments:

Continuous individual assessment 100%

References:

Édito, niveau B2, 3e édition. Les éditions Didier, 2015.

Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007.

Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015.

Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio.

? Alter Ego 5, niveaux C1-C2. Hachette livre 2010.

Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.

Communication progressive du français, niveau avancé. Cle International 2016.

Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012.

Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004.

Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012.

Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003.

Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015.

Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013.

Nicole Blondeau, Ferroudja Allouche, Marie-Françoise, Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.

Français et Culture - French culture and society

Contact hours: 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: A panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions...

Learning objectives: At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

Methodology: Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

References:

Bernstein (Richard). Fragile Glory. Plume. 1990 Nadeau (Jean-Benoît) & Barlow (Julie) Pas si fous ces Français Bernstein. Seuil. 2005 Peyrefitte (Alain) The French Evil Platt (Polly) French or Foe? Culture crossings Ltd. London 1994 Zeldin (Theodore) The French

STEELE Ross (2006), The french way : the keys to the behavior, attitudes and customs of the French, McGraw-Hill, 903 STE

ARDAGH John (1990), France today, Penguin Books, 903 ARD

Français et Culture – Culture et société

Contact hours: 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Proficiency in French – B1 level

Description: This module is taught in French, and provides a panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions...

Learning objectives: At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

Methodology: Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

References:

MERMET Gérard (2004), Francoscopie 2005 : pour comprendre les Français : faits - analyses - tendances - comparaisons - 10 000 chiffres, Larousse, 122.82 MER

NADEAU Jean-Benoît (2005), Pas si fous, ces français !, Le Seuil, 903 NAD

1990 Peyrefitte (Alain) Le Mal français. Albin Michel.

Français et Culture - Intercultural Management and Communication

Contact hours: 20 **Total student workload:** 60 **ECTS:** 4 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They will approach intercultural management during the sessions through exercises and scenarios from other cultures.

Learning objectives: At the end of this module, students should be able to communicate in foreign languages, and they should be more communicative with someone from a foreign culture, as well as having improved their team building skills.

Methodology: Lectures, role plays, case studies, oral presentations

Teaching tools: DVD - Video support. Cases. Course support

Pedagogical methods: Seminars. Independent Research. Critical incidents. Discussion groups. Oral presentations. Scenarios. Theatre activities

Assessments:

Continuous individual assessment 70%

Continuous collective assessment 30%

References:

Cultures and Organizations: Software of the Mind (2004) , Mc Graw-Hill Cies

HOFSTEDE, Geert (2004), Cultural Intelligence, Intercultural Press

PETERSON Brooks (2006), When Cultures Collide, Nicholas Brealey International

LEWIS Richard D. (1996), Experiential Activities for Intercultural Learning, Intercultural Press

BENNETT Milton J. (1998), Basic concepts of intercultural communication: selected readings, Intercultural Press

HOFSTEDE Geert (1994), Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival, McGraw-Hill

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press



COURSE CATALOGUE

MSC PROGRAMMES 2018-2019

SPRING



**BURGUNDY
SCHOOL OF
BUSINESS**

DIJON - LYON - PARIS - BEAUNE

Summary :

MSc CFIB MAIN COURSES S2 - MSc CFIB - Advanced Corporate Finance.....	3
MSc CFIB MAIN COURSES S2 - MSc CFIB - CFA Certification	4
MSc CFIB MAIN COURSES S2 - MSc CFIB - Economics for Investment Decision Makers	5
MSc CFIB MAIN COURSES S2 - MSc CFIB - Enterprise Risk Management.....	7
MSc CFIB MAIN COURSES S2 - MSc CFIB - Financial Analysis.....	8
MSc CFIB MAIN COURSES S2 - MSc CFIB - LBO, Private Equity & Valuation.....	9
MSc CFIB MAIN COURSES S2 - MSc CFIB - Strategy and Business Modeling	10
MSc CFIB MAIN COURSES S2 - MSc CFIB - Tax aspects of transactions and restructuration.....	11
MSc GMN MAIN COURSES S2 - MSc GMN - Marketing of connected objects	12
MSc GMN MAIN COURSES S2 - MSc GMN - Persuasive Communication & Consumer Psychology	13
MSc GMN MAIN COURSES S2 - MScGM Business Cases	14
MSc GMN MAIN COURSES S2 - MScGM International Business project	15
MSc GMN MAIN COURSES S2 - MScGM International negotiation.....	16
MSc IBD MAIN COURSES S2 - European Business Environment	17
MSc IBD MAIN COURSES S2 - International Monetary and Financial Systems.....	18
MSc IBD MAIN COURSES S2 - International Negotiation and Sales.....	19
MSc IBD MAIN COURSES S2 - MScIB Crew Project	20
MSc IBD MAIN COURSES S2 - MScIB International Business Law	21
MSc IBD MAIN COURSES S2 - MScIB International Business Seminars	22
MSc IBD MAIN COURSES S2 - MScIBENT Country Analysis.....	23
MSc IBD MAIN COURSES S2 - MScIBENT Economic Intelligence	24
MSc IBD MAIN COURSES S2 - MScIBENT Managing International Business Operations	25
Français et Culture - French - Elementary	26
Français et Culture - French - Intermediate.....	27
Français et Culture - French - Advanced 1	29

You are required to choose ONLY ONE programme:

- **MSc Corporate Finance & Investment Banking** (MSc CFIB) : **selective course**
- **OR MSc Global Marketing and Negotiation** (MSc GMN)
- **OR MSc International Business and Development** (MSc IBD).

It is IMPOSSIBLE to mix courses from different programmes, due to course clashes.

The contents of this document are liable to changes, and adjustments could be made due to academic reasons.

MSc CFIB MAIN COURSES S2 - MSc CFIB - Advanced Corporate Finance

Contact hours: 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Fluency in English

Description: The modern corporation is a very efficient and effective means of raising capital, obtaining needed resources and generating products and services. These and other advantages have caused the corporate form of business to become the dominant one in many countries. The modern corporation is subject to a variety of conflicts of interest. This fact leads to the following two major objectives of corporate governance: 1. To eliminate or mitigate conflicts of interest, particularly those between managers and shareholders. 2. To ensure that the assets of the company are used efficiently and productively and in the best interests of its investors and other stakeholders.

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

- Calculate and interpret the weighted average cost of capital (WACC) of a company
- Describe how taxes affect the cost of capital from different capital sources
- Calculate and interpret the beta and cost of capital for a project
- Explain the modigliani-Miller propositions concerning capital structure, including the impact of leverage, taxes, financial distress, agency costs and asymmetric information on a company's cost of equity, cost of capital and optimal capital structure.
- Describe the role of debt ratings in capital structure policy
- Describe international differences in financial leverage and their implication for investment analysis
- Compare a company's liquidity measures with those of peer companies
- Explain the effect of different types of cash flows on a company's net daily cash position

Methodology:

Language of instruction: English

Teaching tools: Manual. Cases. Data base

Pedagogical methods: Case studies. Researches. Oral presentations

Assessments:

Continuous individual assessment - Written exam 25%

Final individual assessment - Written exam 50%

Continuous collective assessment - Collective oral presentation 25%

Skills:

CFIB LO 09 - To understand the key concepts of Advanced Corporate Finance: cash cycle of the firm, valuation, capital structure decisions

References:

BERK Jonathan (2007), Corporate finance, Pearson Education international, 131.55 BER

VERNIMMEN Pierre (2014), Corporate finance : theory and practice, John Wiley & Sons,, 131.55 VER

MADURA Jeff (2006), International corporate finance, Thomson South-Western, 131.37 MAD

JENSEN Michael C. (1984), The modern theory of corporate finance, McGraw-Hill, 131.45 JEN

MSc CFIB MAIN COURSES S2 - MSc CFIB - CFA Certification

Time volume (in hour): 40 **Total student workload:** 80 **ECTS:** 3 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: Providing exam focus and knowledge application (CFA Level 1) The CFA Level I exam covers 10 topics, 18 study sessions, and 60 readings. Each subject carries a different weight in the exam. The Level I curriculum is focused on ten topic areas. You will also be tested on simple analysis using investment tools. The topic areas are:

- Ethical and Professional Standards
- Quantitative Methods
- Economics
- Financial Reporting and Analysis
- Corporate Finance
- Equity Investments
- Fixed Income
- Derivatives
- Alternative Investments
- Portfolio Management and Wealth Planning

Learning objectives: - Exam focus and guidance from Fitch Learning CFA® instructors - Exam style questions and worked examples demonstrating key concepts - Identification of critical Learning Outcome Statements - Directly references the CFA® curriculum

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Seminars. Case studies. Oral presentations

Assessments:

Final individual assessment - Written exam 50%

Continuous individual assessment 50%

Skills:

References:

VERNIMMEN Pierre (2014), Corporate finance: theory and practice, John Wiley & Sons, 131.55 VER

VERNIMMEN Pierre (2014), Corporate finance: theory and practice [E-BOOK], John Wiley & Sons, 131.55 VER

PINTO Jerald E. (2010), Equity asset valuation, CFA institute, 131.67 PIN

PINTO Jerald E. (2010), Equity asset valuation: workbook, CFA institute, 131.67 PIN

ROSS Stephen A. (2008), Essential of corporate finance / Ed. 2008, McGraw-Hill, 131.55 ROS

MSc CFIB MAIN COURSES S2 - MSc CFIB - Economics for Investment Decision Makers

Time volume (in hour): 40 **Total student workload:** 80 **ECTS:** 3 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: In a general sense, economics is the study of production, distribution, and consumption, and can be divided into two broad areas of study: macroeconomics and microeconomics. Macroeconomics deals with aggregate economic quantities, such as national output and national income. Macroeconomics has its roots in microeconomics, which deals with markets and decision making of individual economic units, including consumers and businesses. Microeconomics is a logical starting point for the study of economics. This course is full of the application of economics problems, but you cannot understand the application without understanding the economic theory behind the application. Theory and practice are not antithetical to each other in economics. A thorough understanding of practical problems requires an in depth understanding of the underlying theory.

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

- Distinguish among types of markets
- Analyse the effects of government regulation and intervention on demand and supply
- Describe the firm's factor of production
- Determine the optimal combination of resources that minimizes cost
- Describe the fisher effect
- Explain the interaction of monetary policy and fiscal policy
- Compare types of trade and capital restrictions and their economics implications
- Describe tools of regulatory intervention in markets
- Explain purposes in regulating commerce and financial markets
- Describe benefits and costs of regulation

Methodology:

Teaching tools: Manual. Cases. Database. Course support. Assignments

Pedagogical methods: Case studies. Researches. Oral presentations

Assessments:

Final individual assessment - Written exam 45%

Continuous individual assessment - Written exam 30%

Continuous collective assessment - Collective oral presentation 25%

Skills:

CFIB LO 10 - To make sense of global economic events and to formulate investment decisions based on deep understanding of the economic realities that drive the markets

References:

MANKIW Gregory N. (2014), Economics, Cengage Learning EMEA, 332.55 MAN

BEGG David (2003), Economics for business, McGraw-Hill, 331.55 BEG

GRAUWE Paul de (2012), Economics of monetary union / 9th ed. 2012, Oxford University Press,, 335.82 GRA

BESANKO David (2000), Economics of strategy, John Wiley & Sons, 113.55 BES

GROENEWEGEN John (1999), Institutions and the evolution of capitalism : implications of evolutionary economics, Edward Elgar, 332.32 GRO

KRUGMAN Paul R. (2009), International economics : theory & policy, Pearson, 333.55 KRU

MANKIW Gregory N. (2009), Principles of economics : microeconomics, Beijing University Press,, 332.55 MAN

MISHKIN Frederic S. (2012), The economics of money, banking and financial markets / Global Edition [E-BOOK], Pearson Education,, 335.53 MIS

MSc CFIB MAIN COURSES S2 - MSc CFIB - Enterprise Risk Management

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: The rise in the volume and complexity of risks facing organizations - whether from insider threats, cyber-attacks, shooters, or brand damage - requires more effective risk avoidance, risk mitigation, risk transfer and asset (human and physical) protection. Enterprise Risk Management (ERM) is a structured, proven process for proactively identifying and evaluating how events and forces of change impact an organization and its strategy, and for developing measures for dealing with the risks that constantly threaten the achievement of an organization's objectives. Enterprise risk managers provide the leadership, innovation, and management necessary to identify, evaluate, manage, and monitor an organization's portfolio of risks. you gain an understanding of how ERM integrates into an organization's governance structure and processes and explore the drivers for and value of an ERM program. Topics include risk oversight and leadership, ERM and strategic management, and the evolving landscape of ERM. Learn how ERM aligns with internal control, audit and compliance functions. This course introduces also the concepts and skills to effectively design and implement an enterprise risk management program that is tailored to an organization's culture, governance structure, and current management processes. Through class discussion and case studies, students explore common barriers to effective ERM implementation and learn techniques to overcome them

Learning objectives: This course provides training and education to effectively deal with the success or failure of every preparedness plan: the human execution of best practices in a highly stressed environment. Learn how to increase plan effectiveness by working in advance to prepare others for the human, legal, and ethical issues that arise in any disaster.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies. Researches. Debates

Assessments:

Final individual assessment - Individual case study 60%

Continuous collective assessment - Collective case study 40%

Skills:

CFIB LO 08 - To be acquainted with and to understand the principal concepts, patterns of behaviour and tools associated with compliance and internal control

References:

HOPKIN Paul (2012), Fundamentals of risk management [E-BOOK], Kogan Page,, 111.83 HOP

ANDERSEN Torben Juul (2006), Global derivatives : a strategic risk management perspective, Prentice Hall, 134.06 AND

CHONG Yen Yee (2000), Managing project risk : business risk management for project leaders, Prentice Hall, 111.83 CHO

CROUHY Michel (2001), Risk management, McGraw-Hill, 131.56 CRO

HULL John C. (2012), Risk management and financial institutions [E-BOOK], John Wiley & Sons,, 131.56 HUL

MSc CFIB MAIN COURSES S2 - MSc CFIB - Financial Analysis

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: The financial analysis of a company is a process of selecting, evaluating, and interpreting financial data, along with other pertinent information, in order to formulate an assessment of the company's present and future financial condition and performance. We can use financial analysis to evaluate the efficiency of a company's operations, its ability to manage expenses, the effectiveness of its credits policies and its creditworthiness, among other things.

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

- Interpret common-size balance sheets and common-size income statements and demonstrate their use by applying either vertical analysis or horizontal analysis.
- Calculate and interpret measures of a company's operating efficiency, internal liquidity, solvency and profitability, and demonstrate the use of these measures in company analysis.
- Calculate and interpret book-value of equity per share, price-to-earnings ratio, dividends per share, dividend payout ratio and plowback ratio.
- Demonstrate the use of pro forma income and balance sheet statements

Methodology:

Teaching tools: Manual. Cases. Work

Pedagogical methods: Critical analysis. Case studies. Projects. Debates

Assessments:

Final individual assessment - Written exam 60%

Continuous individual assessment - Written exam 40%

Skills:

CFIB LO 13 - To understand and analyse the financial statements, window dressing and inter-corporate investments

References:

HARRINGTON Diana R. (1998), Corporate financial analysis : in a global environment, South-Western College, 131.55 HAR

REES Bill (1995), Financial analysis, Prentice Hall, 132.43 REE

BRAGG Steven M. (2000), Financial analysis : a controller's guide, John Wiley & Sons, 132.43 BRA

MSc CFIB MAIN COURSES S2 - MSc CFIB - LBO, Private Equity & Valuation

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: The aim of this course is to provide students with the principles of a financial transaction with leverage (IPO, LBO, MBO) In this course we focus our attention on what is generally referred to as enterprise valuation, which is the valuation of a business of growing concern. The approach that we recommend, which we refer to as the hybrid approach, recognizes that forecasting cash flow in the foreseeable future poses a unique challenge, because most enterprises are expected to stay in business for many years. This course also examines the perspectives of a private equity investor and applies the hybrid valuation methods, which are particularly well suited to the types of investments made by private equity forms

1. Mechanism of the leverage 2. Analysis Methodology of these operations 3. Financial structuring of a LBO, MBO, IPO, 4. Enterprise valuation 5. Valuation in a private equity setting

Learning objectives:

The focus of the course will be on developing critical financial modelling skills, understanding best practices, and recognizing common pitfalls. Students will work on a series of cases and build models that can be used for earnings and pro-forma financial statement forecasts, valuation, the assessment of financing needs, merger analysis, and LBO evaluation. Students will also gain experience presenting financial models and critically assessing them. By the conclusion of the course, students will develop the skills to construct complex financial models and the logical frameworks to utilize them for various organizational applications.

Students will learn how to model and evaluate mergers and LBOs in Excel as investment bankers do (background topics such as accounting will be covered). They will learn about the strategic reasons and tactics for mergers and acquisitions, LBOs, corporate divestiture, restructurings, and hostile takeovers from investment bankers' perspective. Case studies of mergers, acquisitions and LBOs drawn from a variety of different industries throughout the world will be examined.

Methodology:

Teaching tools: Manual. Cases. Course support. Work

Pedagogical methods: Case studies. Debates. Diagnostics

Assessments:

Final individual assessment - Written exam 25%

Continuous individual assessment - Quiz 25%

Continuous individual assessment - Quiz 25%

Continuous individual assessment - Quiz 25%

References:

PINTO Jerald E. (2010), Equity asset valuation, CFA institute, 131.67 PIN

ROSS Stephen A. (2004), Essentials of corporate finance / Ed. 2004, McGraw-Hill, 131.55 ROS

Groupe HEC (Hautes Etudes Commerciales) (1999), THE INVESTMENT POLICY AND THE PRINCING OF EQUITY IN A LEVERED FIRM : A RE-EXAMINATION OF THE 'CONTINGENT CLAIMS' VALUATION APPROACH, ,

MSc CFIB MAIN COURSES S2 - MSc CFIB - Strategy and Business Modeling

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: This program introduces you to the basic concepts and tools of strategic business management. We cover the overall framework within which managers make decisions. Next, you explore the notion of strategy and how it relates to competitive advantage. You discover different strategic tools to evaluate environmental threats and opportunities, including the industry competitive forces analysis. You learn how to identify company strengths and weaknesses and how to develop competencies. Finally, you study the strategic positioning of a company in its industry and the necessary factors responsible for strategy execution. Detecting new growth opportunities as they emerge is the key to securing a competitive edge in fast-expanding markets. But how do you forecast where the next wave of growth will occur? Most marketing analysts rely on traditional macroeconomic data like population trends, urbanization ratios, and purchasing power. While this may be effective in slow-moving markets, new business opportunities are often localized and thus overlooked in competitive economies.

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

- Develop the skills to perform external and internal analyses for companies and to evaluate the dynamics of competition
- Build strategies using appropriate frameworks and tools
- Understand the basics of strategy implementation and control
- Learn how to detect new megatrends—and understand how they affect the business landscape
- Detect “pockets of growth”—new opportunities often overlooked in local markets—and delve into these fast-expanding markets
- Use frameworks to organize resources and research around new market factors
- Develop a new lens to “see” emerging opportunities and economies of scale and scope
- Track and evaluate the performance of competitors on a regular basis
- Explore the relationship between drivers of growth and potential business opportunities
- Tap into the rising needs of consumers or dormant demand to exploit new markets

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies

Assessments:

Continuous collective assessment - Collective case study 40%

Final individual assessment - Written exam 60%

References:

Duda, James, Mackwani, Munoz and Volk (2007), “Starbucks Corporation: Building a Sustainable Supply Chain”.

L. Cabral, Introduction to Industrial Organization, MIT Press (2000)

Strategic Management by Garth Saloner, Andrea Shepard, Joel Podolny, Wiley, New York, 2001

MSc CFIB MAIN COURSES S2 - MSc CFIB - Tax aspects of transactions and restructuring

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: POURCHET Alexandre

Pre-requisites: Teaching language: English

Description: This course covers tax, legal, and economic principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including:

- (1) new business start-up,
- (2) growth-equity investment in existing business enterprise,
- (3) leveraged buyout of private or public company (including going-private transaction),
- (4) use of both double-tax C corporations and flow-through single-tax S corporations, partnerships, and LLCs for variety of venture capital or private equity financed transactions,
- (5) devising equity-based executive compensation program,
- (6) private equity financed restructuring or workout (in or out of bankruptcy) for troubled over-leveraged enterprise and utilizing troubled company's NOL post restructuring,
- (7) exit scenarios for successful venture capital or private equity financed enterprise

Learning objectives: The course provides the tax background necessary for understanding and participating in the creation of many types of business transactions of both publicly and closely held enterprises, including acquisitions, liquidations, mergers, and spinoffs.

Methodology:

Teaching tools: Manual. Cases. Course support

Pedagogical methods: Case studies

Assessments:

Continuous collective assessment - Collective case study 40%

Final individual assessment - Written exam 60%

References:

AUGUST Ray (2009), International business law : text, cases, and readings, Pearson, 321.81 AUG

SCHAFFER Richard (2009), International business law and its environment / 7th ed., South-Western, 321.81 SCH

MSc GMN MAIN COURSES S2 - MSc GMN - Marketing of connected objects

Contact Hours: 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module Manager: PICCARDI Patrice

Pre-requisites: none

Description: The Internet of Things, or IoT, refers to the connection of devices (other than typical fare such as computers and smartphones) to the Internet. Cars, kitchen appliances, and even heart monitors can all be connected through the IoT. Connected Objects facilitates new business opportunities! But it also challenges business choices: networked personal devices track your health, industrial machines coordinate and optimize work while cars stream data about their operation. Connected products continue to evolve long after entering service. And as the Internet of Things grows in the next few years, more devices will join that list. The Internet of Things is affecting virtually all industries. The volume of data is getting bigger every month. The IoT is also revolutionizing business operations that are maybe less attractive for consumers but very real and tangible, from logistics to marketing. Of course, the Internet of Things also will impact customer experience, the amount of data gained through connected devices and analytics. In a consumer and marketing context, Big Data and (predictive) analytics are never far away.

Learning objectives: For consumers, the IoT has the potential to deliver solutions that dramatically improve energy efficiency, security, health, education and many other aspects of daily life. The course aims to enable students to understand the specifics of doing marketing campaign for connected objects.

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

- Explain in a concise manner how the general Internet as well as Internet of Things work.
- Understand constraints and opportunities of the Internet of Things.
- Apply new business models and drivers for connected objects.
- Design user-centric products.
- Analyse trade-offs for users of connected objects.

Methodology: problem based learning

Teaching tools: Cases

Pedagogical methods: Critical analysis. Case studies

Assessments:

Continuous individual assessment - Individual case study 100%

Skills:

GMN LO 14 - To be able to choose the best scientific evidence to prepare the marketing implementation

References:

All reading and materials will be provided by the instructor.

MSc GMN MAIN COURSES S2 - MSc GMN - Persuasive Communication & Consumer Psychology

Contact hours: 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: KERGOAT Marine

Pre-requisites: Consumer behaviour - methodological tools – marketing studies

Description: This course is designed to increase the understanding of persuasive communication and messages intended to influence people's attitudes and behaviours. Based on the large amount of researches that have contributed to a better understanding of why, how, and when a persuasive communication can be effective, an overview of the different kinds of persuasive communication is addressed (e.g., commercial, preventative) considering different message strategy (e.g., fear appeal, green appeal, celebrity endorsement, value-expressive vs functional appeal).

The goal of the course is to:

- Address models and theories in marketing and psychology related to persuasion and accounting for ad effectiveness (Elaboration likelihood model; motivation to protection theory, schema-based theory, etc.).
- Distinguish message-based communication strategies (framing, fear appeals, emotional/rational appeal, humor, pictorial and verbal claims, usage of a mascot, etc.) and identify key factors affecting the effectiveness of persuasive communication (individual and situational factors).
- Develop abilities for evaluating ads' persuasive effectiveness.

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

- Comprehend, explain, and apply theoretical explanations for the process of persuasion.
- Identify and evaluate the appropriateness and effectiveness of persuasive communication attempts in a variety of contexts.
- Develop analytical competences in consumer psychology addressing the underlying psychological processes involved in persuasive communication effectiveness.
- Apply their knowledge for performing better persuasive communication.

Methodology: Mainly with individuals and group active research, exchanges and oral presentations. More specifically, students will be split up into groups and asked to create their own advertisement based around a common theme (e.g., preventative campaign for non-smoking behavior). Hence, ads will be tested and results will be presented and discussed during the class.

Teaching tools: E-learning. Manual. Others. Periodical. Course support.

Pedagogical methods: Researches. Experimentation. Group discussions. Oral presentations.

Assessments:

Continuous individual assessment - Written exam 40%

Continuous collective assessment - Collective dossier 60%

References:

STIFF, J. B. & MONGEAU, P. A. (2003), Persuasive communication, Guilford Press.

ARMSTRONG, J. Scott (2010), Persuasive advertising: Evidence-Based Principles, Palgrave Macmillan.

O'SHAUGHNESSY, J. & O'SHAUGHNESSY, N.J. (2004), Persuasion in advertising, Routledge Taylor & Francis Group.

MSc GMN MAIN COURSES S2 - MScGM Business Cases

Time volume (in hour): 46 **Total student workload:** 96 **ECTS:** 6 **Semester:** Spring

Module's Manager: PICCARDI Patrice

Pre-requisites: none

Description: A case study is a product or company success story. It tells how a company solved a problem using a specific product, process, method or idea, as with other marketing techniques.

The case-study method encourages students to think through real world examples.

Companies are complex and dynamic entities that continually change to meet the demands of consumer markets.

Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing and business development activities.

Business managers engage and communicate with all parties, including team members and stakeholders, when working to meet business objectives.

Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

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

- Articulate ideas, analysis and fact.
- Understand the difficulties of business management and leadership in a realistic context.
- Reinforce their active listening skills.
- Understand current challenges, issues, conflicts and dilemmas in the management practice.

Methodology: Case studies

Assessments:

Continuous individual assessment 100%

MSc GMN MAIN COURSES S2 - MScGM International Business project

Time volume (in hour): 60 **Total student workload:** 120 **ECTS:** 6 **Semester:** Spring

Module's Manager: SIRE Stéphanie

Description: During the module, teams of students work together in cross-cultural teams on a consultancy project within a real company. It will therefore enable them to develop marketing and consultancy skills.

The consultancy process will consist of the following stages: - Defining the issue with the client - Diagnosis of the situation - Collecting relevant data - First-stage analysis - Validation and redefinition of the issue (if necessary) - Collecting additional data (if necessary) - Second-stage analysis - Preparation of the presentation and the written report - Final presentation of the results, discussion & submission of the written report (in front of panel/enterprise)

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

- Understanding real life business challenges, and be able to structure and find a solution as part of an international consultancy team
- Work as part of an intercultural team, employing coordination and conflict resolution skills to do so.
- Manage cross-cultural communication – an essential prerequisite in a globalized world
- Understand and manage the potential of diversity based working structures.

Methodology:

Teaching tools: Others

Pedagogical methods: Workshops for identifying problems and opportunities. Critical analysis. Discussion groups. Projects. Oral presentations. Mentoring. Consulting activity

Assessments:

Continuous individual assessment 100%

References:

BROWN Tim (2009), Change by design : how design thinking transforms organizations and inspires innovation, Harper Business, 151.57 BRO

MSc GMN MAIN COURSES S2 - MScGM International negotiation

Time volume (in hour): 30 **Total student workload:** 60 **ECTS:** 4 **Semester:** Spring

Module's Manager: PICCARDI Patrice

Description: Negotiation skills are essential to conduct business. The businessman/woman must be able to listen, communicate, influence and convince in his/her professional environment. This course presents the basic techniques of negotiation used in the international business world.

• Distributive negotiation • Integrative negotiation • Preparing a negotiation • Arguments & objections • Negotiation by agent • Team negotiation • Multicultural negotiation

Learning objectives: At the end of this course, students should have the skills needed for effective negotiations, and be sensitive to and manage multicultural issues in international projects.

Methodology:

Teaching tools: Manual. Cases

Pedagogical methods: Case studies. Oral presentations

Assessments:

Continuous individual assessment 100%

Skills:

GMN LO 13 - To be aware of the diversity of negotiation tactics

References:

SHELL Richard G. (2000), Bargaining for advantage: negotiation strategies for reasonable people, Penguin Books, 222.45 SHE

MSc IBD MAIN COURSES S2 - European Business Environment

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: Get acquainted with European Union laws, institutions and policies in order to: - Understand how European Union policies affect business organisations operation in Europe - Understand how business organisations can influence European Union policy-making

1_European integration: general issues 2_EU laws, institutions and policy-making 3_The Single European Market (I): the four freedoms 4_The Single European Market (II): flanking policies 5_Other important policies 6_European lobbying

Learning objectives:

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

- Understand the cultural, legal, economic and financial environments of international business
- Explain how European integration affects international business management

Methodology:

Teaching tools: E-learning. DVD - Video support. Manual. Cases. Periodical. Course support. Work

Assessments:

Continuous individual assessment - Individual oral presentation 25%

Continuous collective assessment - Collective dossier 50%

Final individual assessment - Written exam 25%

Skills:

IBD LO 12 - To know how European integration affects international business management

References:

MOUSSY Nicholas (2009), Access to European Union : law, economics, policies, European Study Service, 413.29 MOU

GUEGUEN Daniel (2007), European lobbying, Europolitics, 413.29 GUE

MOUSSY Nicholas (2009), Guide to European policies, European Study Service, 413.29 MOU

BALDWIN Richard (2009), The economics of European Integration / 3rd ed. 2009, McGraw-Hill

NELLO Susan (2012), The European union : economics, policy and history / 3rd ed. - 2012, McGraw-Hill, 413.29 NEL

MSc IBD MAIN COURSES S2 - International Monetary and Financial Systems

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: In recent years, the development of information technologies, combined to economic globalization and liberalisation, has given financial markets a leading role in our economy. This course analyses the structure and organisation of financial systems on a global scale, with a particular focus on the European Union and the Eurozone.

1_ The financial system 2_ Monetary integration in Europe 3_ Monetary policy and exchange rate policy in the euro zone 4_ The common market and integration of European capital markets 5_ The current mutations of the European financial systems 6_ The euro zone and its consequences 7_ Elements of monetary institutions and markets

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

- Understand the cultural, legal, economic and financial environments of international business
- Explain how European integration affects international business management

Methodology:

Teaching tools: E-learning. Manual. Fascicule. Course support

Assessments:

Continuous collective assessment - Collective oral presentation 40%

Final individual assessment - Written exam 60%

Skills:

IBD LO 09 - To be able to monitor the legal, economic and financial environments of international business and turn the collected data into operational information

References:

BODIE Zvi (2011), Finance, Pearson Education, 131.55 BOD

KOHN Meir (2004), Financial institutions & markets, Oxford University Press, 134.54 KOH

HILL Charles W. L. (2014), International business : competing in the global marketplace, McGraw Hill,, 111.74 HIL

DANIELS John D. (2011), International business : environments and operations, Prentice Hall,, 111.74 DAN

DANIELS John D (2012), International business : environments and operations [E-BOOK], Pearson Education,, 111.74 DAN

CAVUSGIL TAMER S. (2014), International business : the new realities, Pearson Education,, 111.74 CAV

BALDWIN Richard (2012), The economics of European Integration / 4th ed. 2012, McGraw-Hill

MSc IBD MAIN COURSES S2 - International Negotiation and Sales

Time volume (in hour): 30 **Total student workload:** 60 **ECTS:** 4 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: In today's business world, business organisations increasingly compete across borders. Negotiating with partners from other countries and cultures can present unique challenges and obstacles. This course therefore introduces practical approaches to negotiating and selling in an international business environment.

Learning objectives: The goal of this module is for the student to become familiar with sales in an international context.

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

- Understand internal and external factors influencing the final decision to export or not a product and be able to analyse the Pro & Cons thereof
- Understand the rules for the main countries and their strategy
- Prepare a negotiation.

Methodology:

Teaching tools: Course support

Pedagogical methods: Discussion groups. Projects. Oral presentations. Debates

Assessments:

Continuous collective assessment 50%

Continuous individual assessment 50%

Skills:

IBD LO 15 - To become familiar with business negotiation in an international context

References:

MOAL-ULVOAS Gaëlle (2014), Business negotiation, de Boeck,, 222.45 MOA

MSc IBD MAIN COURSES S2 - MScIB Crew Project

Time volume (in hour): 30 **Total student workload:** 100 **ECTS:** 4 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: The module offers the opportunity of a professional experience over a 1-week block-seminar, coached by a national consultant and a lecturer from the school. During the module, students work together in cross-cultural teams on a consultancy project provided by a real company. It will therefore enable them to develop management and consultancy skills of international scope.

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

- Analyse and solve a company problem and how to structure one's thinking
- Innovate processes, products and markets with an empathetic view on customer needs
- Communicate ideas effectively

Methodology:

Teaching tools: Others. Course support. Work

Pedagogical methods: Projects

Assessments:

Continuous individual assessment 20%

Continuous collective assessment - Collective oral presentation 80%

Skills:

IBD LO 05 - To know how to communicate effectively, both orally and in writing

References:

BROWN Tim (2009), Change by design : how design thinking transforms organizations and inspires innovation, Harper Business, 151.57 BRO

MSc IBD MAIN COURSES S2 - MScIB International Business Law

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Pre-requisites: None

Description: International business law encompasses a wide spectrum of subjects including trade in goods and services, financial law, economic integration, development law, business regulation and intellectual property. This expansive scope presents a challenge for identifying relevant information. This course offers the student a starting point for locating primary and secondary sources through a topical schematic. This course include the study of international contracts, investment, risk and property within the international trade and investments.

The course is focused on analyzing all key institutions of international business law from a comparative perspective. Each class is supposed to begin with introduction to the basic definitions, concepts etc. concerning the issues that are to be discussed. Then regulations from different sources are to be confronted in order to compare how international legal framework deal with the same issues. At the end of each class, students should try to assess if analyzed regulations are, generally speaking, similar or different and which regulation seems to be the most efficient.

Learning objectives:

The aim of this module is to be able to monitor the legal, economic and financial environments of international business and turn the collected data into operational information.

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

- Understand fundamental international business law
- Work in the international environment, particularly dealing with international business transactions and serving
- Understand International contract laws, and the growing international importance of France and French business forces
- Take into account various controversial issues concerning international business law, to inspire their research and to enhance their future practice
- Examine the various types of sale contract, foreign investments, Multinational corporations, and settlement of international disputes.

Methodology:

Teaching tools: E-learning. Manual. Cases. Course support. Work

Pedagogical methods: Case studies. Oral presentations. Debates. Free discussion around a theme

Assessments:

Continuous individual assessment - Quiz 50%

Final collective assessment - Collective case study 50%

Skills:

IBD LO 09 - To be able to monitor the legal, economic and financial environments of international business and turn the collected data into operational information

References:

AUGUST Ray (2009), International business law : text, cases, and readings, Pearson, 321.81 AUG

SCHAFFER Richard (2009), International business law and its environment / 7th ed., South-Western, 321.81 SCH

MSc IBD MAIN COURSES S2 - MScIB International Business Seminars

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: This module will consist in lectures given by various guest speakers who will share their experience in international business development with students

Learning objectives: Know how to design, develop and enforce an internationalisation strategy

Methodology:

Teaching tools: Cases. Course support

Pedagogical methods: Seminars. Discussion groups. Debates. Interviews

Assessments:

Continuous individual assessment 100%

References:

HILL Charles W. L. (2011), International business : competing in the global marketplace, McGraw Hill,, 111.74 HIL

DANIELS John D (2012), International business : environments and operations [E-BOOK], Pearson Education,, 111.74 DAN

CAVUSGIL TAMER S. (2014), International business : the new realities, Pearson Education,, 111.74 CAV

MSc IBD MAIN COURSES S2 - MSc Country Analysis

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: The class aims to analyse country risks in international business, incl.: •the degree of political stability •government attitudes about foreign investment •the extent of government involvement in the economy of the host country •the economic projections for the host country.

Learning objectives: At the end of the class, students should: (1) be acquainted with the political, legal and economic components of national business environment (2) understand how national business environments are likely to affect international business organisations, in particular by generating specific country risks

Methodology:

Teaching tools: Manual. Cases. Course support

Assessments:

Final individual assessment - Written exam 60%

Continuous individual assessment - Individual oral presentation 40%

References:

HILL Charles W. L. (2011), International business : competing in the global marketplace / 8th ed., McGraw Hill

DANIELS John D. (2011), International business : environments and operations / 13th ed. - 2011, Prentice Hall

CAVUSGIL TAMER S. (2014), International business : the new realities, Pearson Education,, 111.74 CAV

MSc IBD MAIN COURSES S2 - MScIB Economic Intelligence

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: Today, access to information is vital for companies to gain a competitive edge. Economic intelligence can be defined as smart information management in order to know, understand and anticipate the opportunities and threats of the outside environment.

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

- Understand the purposes of economic intelligence, and recognise the techniques involved.
- Identify relevant sources of information, analyse collected information, and use it in decision-making processes.
- Monitor the legal, economic and financial environments of international business and turn the collected data into operational information

Methodology:

Teaching tools: Course support. Assignments

Pedagogical methods: Case studies. Projects. Oral presentations. Debates

Assessments:

Continuous individual assessment 100%

References:

HILL Charles W. L. (2011), International business : competing in the global marketplace / 8th ed., McGraw Hill

DANIELS John D. (2011), International business : environments and operations / 13th ed. - 2011, Prentice Hall

CAVUSGIL TAMER S. (2014), International business : the new realities, Pearson Education,, 111.74 CAV

MSc IBD MAIN COURSES S2 - MScIB Managing International Business Operations

Time volume (in hour): 16 **Total student workload:** 60 **ECTS:** 2 **Semester:** Spring

Module's Manager: DITTER Jean Guillaume

Description: The objective of this module is to provide an overview of international operations with a strategic perspective, covering essential ideas and techniques. Operations Management concerns all types of organizations, manufacturers of products or service providers, public or private sectors companies, and profit or non-profit organizations. The course develops a strategic perspective of operations and supply chain management rather than a quantitative mathematical modelling approach.

1. Introduction to Operations 2. Supply Chain 3. Sourcing and purchasing processes 4. Logistics 5. Inventory 6. Production Management 7. SCM & Production 8. JIT & Management practices

Learning objectives: At the end of this module, student should know how to design, develop and enforce an internationalisation strategy

Methodology:

Teaching tools: E-learning. Manual. Cases. Course support

Pedagogical methods: Case studies. Projects. Oral presentations

Assessments:

Final individual assessment - Individual case study 50%

Continuous collective assessment - Collective case study 50%

References:

CECIL C.BOZART, ROBERT B.HANDFIELD,(2006) Introduction to Operations and Supply Chain Management, Pearson Prentice Hall. A.V.IYER, R.SESHADRI, R.VASHER, (2009) TOYOTA Supply Chain Management, McGraw-Hill S.E.FAWCETT, L.M.ELLRAM, J.A.OGDEN, (2007) Supply Chain Management, Pearson SIMCHI-LEVI D., KAMINSKI P., SIMCHI-LEVI E. (2002), Designing and Managing the Supply Chain, (2nd edition), McGraw-Hill. BURT D., DOBLER D., STARLING S. (2003), World Class Supply Management: The Key to Supply Chain Management, (7th edition), McGraw-Hill. CHARLES DEBATTISAT. "Incoterms in practice", Chambre de commerce internationale,ISBN : 92-842-1186-7

Français et Culture - French - Elementary

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: family – professions – home - daily life - public transport – directions – weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative pronouns – adjectives – questions – (in)definite articles – special prepositions – directional adverbs

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

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Understand the grammar described in the detailed content above
- Briefly describe past, present and future activities
- Ask personal questions and to answer them and then to talk freely about that subject
- Recognize modern words and phrases and understand short informative texts
- Orally understand the main subject of an audio extract and be able to discuss the topic in question.

Methodology: The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011.

Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017

Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010

Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010

Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014

Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015

Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette F.L.E.

Français et Culture - French - Intermediate

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a lesser degree their profession.

Vocabulary: Everyday life – People and places – Current events – The world of work – Popular Media (tv programmes, newspapers, radio etc.)

Grammar: Past tenses – Future tenses – Conditional tenses – Subjunctive – Passive – Basic relative pronouns – Emphasis – Complex relative pronouns – Spatial and Temporal markers – Useful interjections

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

- Use theme-specific vocabulary studied in class to talk about subjects such as: physical and personal descriptions, free time, work, travel, current affairs.
- Handle with ease the grammatical features highlighted in the above paragraph.
- Summarise a source of information: provide a report on it, explain its argument and give opinions on the topic.
- Initiate and hold a conversation on everyday life and activity (physical and personal descriptions, free time, work, travel)
- Understand the key points of a given article
- Recognise the key features of an audio-visual passage on work, school, free time or travel.

Methodology

The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009
PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Nathan / CLE international, 903 STE

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette FLE (Français Langue Etrangère), 907 DEL

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005

GRÉGOIRE Maïa, THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011

MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013

STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004

THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

Français et Culture - French - Advanced 1

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This module is designed to raise the student's language ability to around B2-C1. The student will improve their ability to speak, understand and write in French by developing an enriched vocabulary and mastering structures that are more complex. They will also gain a deeper appreciation for the French language and culture through the study of everyday situations, current affairs and seminal works.

Grammar: passé composé/imperfect/pluperfect revision and consolidation – time conjunctions – reported speech in the past – passive voice – complementary pronouns: direct, indirect, subordinate, "en" and "y" – comparisons – oppositions – expression of the object – expression of the action – consequence and intensity – past conditional to express regrets and reproaches – subjunctive in expressions of sentiment and judgment, as well as expressions of doubt and uncertainty – expression of cause and effect

Vocabulary: description of a person or group – text speech – IT speech – industry know-how – work and the economy – emotion and sentiment – health and illness – appreciation – architecture – transformations – counting and quantifying – environment and ecology

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

- Communicate in the French language to a high standard on a daily basis.
- Understand linguistic, sociolinguistic, cultural and pragmatic nuances that allow them to refine their everyday interactions and deepen their knowledge of French culture.
- Communicate and connect with students of different nationalities.
- Develop their communication skills with people from various backgrounds in a foreign language.
- Provide an overview of their own culture, showing overlap and relations with other cultures and peoples.
- Integrate into professional scenarios, either as an individual or as part of a group, by putting into practice their improved knowledge of discourse: preparing oral presentations, summarising documents orally, and proofreading professional documents.

Methodology: The ideal teaching environment is one of communication and practice, where students are placed in situations where they must interact with French speakers and solve real-life problems, both in the personal and professional sphere.

Teaching tools:

- Oral and written comprehension exercises allow students to develop a method of language learning that works for them thanks to a plethora of authentic documents and varied primary sources.
- Grammar exercises allow students to get a grasp on the essential grammatical structures used in the language today, which are then followed by written exercises to consolidate them/
- Vocabulary sheets go over key words and phrases by theme, with ensuing exercises showing the students how to use them in everyday situations.
- Oral exercises allow students to interact in small groups and discuss current issues, cultural or intercultural affairs.
- Written work is used to prepare them for professional and student life in France

Other tools: CD - Support Audio. E-learning. Course support. Role play

Pedagogical methods: Oral presentations. Debates. Interviews. Games

Assessments:

Continuous individual assessment 100%

References:

Édito, niveau B2, 3e édition. Les éditions Didier, 2015.

Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007.

Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015.

Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio.

? Alter Ego 5, niveaux C1-C2. Hachette livre 2010.

Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.

Communication progressive du français, niveau avancé. Cle International 2016.

Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012.

Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004.

Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012.

Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003.

Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015.

Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013.

Nicole Blondeau, Ferroudja Allouche, Marie-Françoise, Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.



COURSE CATALOGUE

MASTER IN MANAGEMENT 1

2018-2019

ENGLISH TRACK - SPRING



**BURGUNDY
SCHOOL OF
BUSINESS**

DIJON - LYON - PARIS - BEAUNE

Summary:

MiM1 - Core courses - (English) S2 - DS - Business Intelligence	3
MiM1 - Core courses - (English) S2 - DS - Data Science	4
MiM1 - Core courses - (English) S2 - DS - Experimental economics, markets and negotiation	5
MiM1 - Core courses - (English) S2 - Management	6
MiM1 - Core courses - (English) S2 - International Negotiation	7
MiM1 - Core courses - (English) S2 - Marketing Strategy & Plan.....	8
MiM1 - Core courses - (English) S2 - Performance measurement.....	9
Français et Culture - French - Elementary	10
Français et Culture - French - Intermediate.....	11
Français et Culture - French - Advanced 1.....	13
Français et Culture - French culture and society	15
Français et Culture – Culture et société	16
Français et Culture - Intercultural Management and Communication	17

You are required to choose **ONLY ONE** track of Advanced Courses:

- **Classic English Track**
 - International Negotiation
 - Marketing Strategy & Plan
 - Performance Measurement
 - Management
- **Data Science Track**
 - Management
 - DS – Business Intelligence
 - DS – Data Science
 - DS – Experimental economics, markets and negotiation.

It is IMPOSSIBLE to mix courses from different tracks of Advanced Courses due to course clashes.

In addition, you are able to choose 5 excellence modules, which are taught in weekly seminars (one module per week). These excellence modules are worth 3 credits each. Please refer to the excellence module catalogue for further details.

All course descriptions are based on 2018-19 syllabus and are subject to modifications.

MiM1 - Core courses - (English) S2 - DS - Business Intelligence

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module's Manager: LENTZ Frank

Description: In this module, we present the processes and tools that enable managers to transform raw and heterogeneous data into useful and mobilisable information and knowledge for decision-making. The use of applied examples thus allows the learner to assimilate gradually the notions of ETL (Extract Transform Load), Datawarehouse, and business analysis and reporting.

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

- Understand the purpose and techniques of economic intelligence
- Identify relevant sources of information
- Analyse collected information and use it in decision-making processes.
- Be able to monitor the legal, economic and financial environments of international business and turn the collected data into operational information.

Methodology:

Teaching tools: E-learning. Manual. Periodical. Database. Work

Pedagogical methods: Seminars. Case studies. Projects. Debates

Assessments:

Continuous individual assessment - Individual case study 50%

Continuous collective assessment - Collective dossier 50%

References:

LAUDON Kenneth C (2012), Essentials of management information systems [E-BOOK], Pearson Education,, 221.45 LAU

KROENKE David M. (2014), MIS essentials [E-BOOK], Pearson,, 221.45 KRO

MiM1 - Core courses - (English) S2 - DS - Data Science

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module's Manager: LENTZ Frank

Description: In this module the students will use R (one of the most widely used tools in Data Science) to discover the basics of Data Science. They will learn how to import data from various sources and then structure and manipulate them. Quickly they are led to produce different representations of digital, geographical or textual data (diagrams, geoplotting, word clouds)

Learning objectives: At the end of this module, students should be able to extract, import, and manipulate data using R in order to produce reports and presentations, as well as to make decisions accordingly.

Methodology: The learning methods will be based on understanding, using, and interpreting concepts and tools.

Teaching tools: E-learning. Manual. Cases. Database. Work

Pedagogical methods: Seminars. Case studies. Projects. Internet

Assessments:

Continuous individual assessment - Individual case study 50%

Continuous collective assessment - Collective dossier 50%

MiM1 - Core courses - (English) S2 - DS - Experimental economics, markets and negotiation

Time volume (in hour): 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module's Manager: SUTAN Angela

Description: The aim of this course is to present the main economic and behavioural theories of negotiation and auctions, along with practical applications in the form of experimental economic games. We study the strategic reasoning of agents involved in bargaining situations and analyse the factors that influence these decisions (rules, order of decisions, impatience, risk attitudes, outside options, etc.). We pay specific attention to the behavioural bias that usually arises in bargaining, including the winner's curse, over-bidding, emotions, etc.

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

- Understand others in their social complexity and frameworks of reference, and to arouse collective intelligence.
- Use information and communication technologies to gather information, communicate effectively with peers and collaborators, and exchange information.
- Use the latest problem solving tools and information processing techniques to cope correctly with the exponential multiplication of data and interactions.

Methodology: The classes will be taught using the following softwares: Virtual Organizations, DA Markets, Ztree, STRIBE.

Assessments:

Continuous individual assessment 50%

Final collective assessment 50%

MiM1 - Core courses - (English) S2 - Management

Time volume (in hour): 16 Total student workload: 60 ECTS: 3 Semester: Spring

Module's Manager: SUTAN Angela

Description: The different themes: - communication - perception - personality - motivation - groups and teams. Students should be able to put key organisational behaviour theories and concepts into practice. Developing and understanding of individual level and group level theory and concepts. - leadership - stress - decision making - power, politics and conflicts - culture and diversity

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

- Understand and explain the behaviour of individuals and groups within organisations
- Understand the importance of decision-making tools in management and know how to use them when managing a project
- Analyse and solve a problem and know how to structure their thinking

Assessments:

Continuous collective assessment - Collective dossier 20%

Continuous individual assessment - Individual dossier 30%

Final individual assessment - Individual case study 50%

Skills:

MGE GK 04 - To be acquainted with the fundamentals of the management of organisations and strategy

MGE GK 04.01 - To be acquainted with, to understand and to be capable of explaining the behaviour of individuals and groups within organisations

MGE GK 05 - To be acquainted with decision-making tools and a firm's information systems

MGE GS 01 - To know how to analyse and solve a problem and to know how to structure one's thinking

References:

ROBBINS Stephen P. (2000), Essentials of organizational behavior, Prentice Hall, 164.22 ROB

VECCHIO Robert P. (4th ed.), Organizational behavior : core concepts, The Dryden Press, 164.22 VEC

MiM1 - Core courses - (English) S2 - International Negotiation

Contact hours: 16 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module's Manager: KERGOAT Marine

Description: Negotiation skills are essential to conduct business. The businessman/woman must be able to listen, communicate, influence and convince in his/her professional environment. This course presents the basic techniques of negotiation used in the international business world.

• Distributive negotiation • Integrative negotiation • Preparing a negotiation • Arguments & objections • Negotiation by agent • Team negotiation • Multicultural negotiation

Learning objectives: The aim of the course is to provide participants with the skills needed for effective negotiations and to be sensitive to and manage multicultural issues in international projects.

Methodology: PBL Readings, lectures, exercises, negotiation by role play, journal reading.

Teaching tools: Manual. Cases. Periodicals. Extracts from Articles

Pedagogical methods: Case studies. Researches. Oral presentations. Debates. Games

Assessments:

Continuous collective assessment - Collective dossier 70%

Continuous individual assessment - Oral participation 30%

Skills:

MGE GK 02 - To be acquainted with the fundamentals of marketing and sales

MGE GK 02.04 - To be acquainted with the rudiments of negotiation / sales

References:

KENNEDY, G. (1998), "The New Negotiating Edge: The Behavioral Approach for Results and Relationships", Nicholas Brealey Publishing, ISBN: 1857882059

SALACUSE, J.W. (2003), "The Global Negotiator: Making, Managing, and Mending Deals Around the World in the Twenty-First Century", Palgrave MacMillan, ISBN: 0312293399

GESTELAND R. R. (2005), Cross-cultural business behavior : negotiating, selling, sourcing and managing across cultures, Copenhagen Business School Press,, 111.73 GES

THOMPSON L. L. (2005), The mind and the heart of the negotiator, Prentice Hall, 222.45 THO

SHELL, R. G. (2000), Bargaining for advantage: negotiation strategies for reasonable people, Penguin Books, 222.45 SHE

MIM1 - Core courses - (English) S2 - Marketing Strategy & Plan

Contact hours: 16 **Total student workload (in hours):** 60 **ECTS:** 3 **Semester:** Spring

Module's Manager: DUNCAN Allen Scott

Pre-requisites: Introduction to Marketing or equivalent

Description: The purpose of this course is to develop a general blueprint for a strategic marketing plan using various indispensable planning tools (frameworks, theories, and instruments). The course revolves around lectures, case studies, and team exercises.

Learning objectives: At the end of the course, the student should be able to:

- Understand the role of marketing in the overall company strategy.
- Apply various analytical tools to the marketing environment of a company.
- Construct a strategic marketing plan that may allow a company to make an informed managerial decision concerning a certain product or market.

Assessments:

Continuous individual assessment 40%

Continuous collective assessment - Collective dossier 60%

References:

KOTLER Philip (2015), Marketing Management, Pearson Education, 121.55 KOT

KOTLER Philip (2014), Principles of Marketing/Global Edition, Pearson Education, 121.55 KOT

MiM1 - Core courses - (English) S2 - Performance measurement

Contact Hours: 16 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: ASHTA Arvind

Pre-requisites: Financial Accounting, Managerial Accounting

Description: The aim of this module is to deepen the student's knowledge of performance management, notably in the following areas:

Responsibility Centres	Transfer Prices
"Tableaux de bord" and Balanced Scorecards	Social Performance
Activity-based Costing/Activity-based Management	

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

- Understand management control systems and performance issues, organisational structure and decentralisation
- Appreciate the relative advantages of different responsibility centres and choose the correct one as appropriate.
- Use transfer pricing to simulate market incentives for internal performance.
- Use ABC systems for performance management.
- Create "tableaux de bord" and balanced scorecards.

Methodology:

Teaching tools: Classroom based learning. Course support. Cases

Teaching methods: Case studies. Researches. Discussion groups. Oral presentations

Assessments:

Continuous collective assessment - Collective dossier 25%

Final individual assessment - Written exam 25%

Continuous collective assessment - Collective oral presentation 25%

Continuous individual assessment 25%

References:

DRURY Colin (2012), Management and cost accounting, Cengage Learning,, 133.57 DRU

BHIMANI Alnoor (2007), Management and cost accounting, Prentice Hall, 133.57 HOR

BHIMANI Alnoor (2007), Management and cost accounting [E-BOOK], Prentice Hall, 133.57 BHI

KAPLAN Robert S. (1997), The balanced scorecard: translating strategy into action, Harvard Business School Press, 113.18 KAP

COOPER Robin (1998), The design of cost management systems: text and cases, Prentice Hall, 133.57 COO

Français et Culture - French - Elementary

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: family – professions – home - daily life - public transport – directions – weather

Grammar: tenses (present, present perfect, past continuous, future, near future) – subject pronouns – possessive and demonstrative pronouns – adjectives – questions – (in)definite articles – special prepositions – directional adverbs

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

- Communicate in a simple way about familiar and daily topics such as: nationalities, professions, timetables, meals, purchases, weather, seasons, dates, cities, travels.
- Understand the grammar described in the detailed content above
- Briefly describe past, present and future activities
- Ask personal questions and answer them, and then talk freely about that subject
- Recognize modern words and phrases, and understand short informative texts
- Orally understand the main subject of an audio extract and be able to discuss the topic

Methodology: The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

Français.com, français professionnel. Niveau débutant. 2ème édition, Jean-Luc Penfornis, CLE international, novembre 2011.

Vocabulaire en dialogues. Niveau débutant, Evelyne Siréjols, CLE International, février 2017

Vocabulaire progressif du français, 2ème édition, Claire MIQUEL, CLE international, décembre 2010

Grammaire progressive du français, niveau intermédiaire, nouvelle édition, Maïa GREGOIRE, Odile THIEVENAZ, CLE international, 2010

Grammaire des premiers temps, A1-A2, Dominique ABRY, Marie-Laure CHALARON, Presses universitaires de Grenoble, 2014

Compréhension orale niveau 1, compétences A2, Michèle BARTEFY, CLE international, août 2015

Conjugaison progressive du français, Niveau débutant, Odile GRAND-CLEMENT, CLE international, 2013

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette F.L.E.

Français et Culture - French - Intermediate

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This class focuses primarily on teaching French as a foreign language in a general sense (FLE), while also providing some grounding in Business French (FOS). The aim of the module is to raise the student's language ability to the level where they can speak coherently in simple phrases, formulating responses to topics in their everyday lives and current events, both orally and in writing. Ultimately, they should feel comfortable communicating with native French speakers about their personal lives and to a certain extent their profession.

Vocabulary: Everyday life – People and places – Current events – The world of work – Popular Media (tv programmes, newspapers, radio etc.)

Grammar: Past tenses – Future tenses – Conditional tenses – Subjunctive – Passive – Basic relative pronouns – Emphasis – Complex relative pronouns – Spatial and Temporal markers – Useful interjections

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

- Use theme-specific vocabulary studied in class to talk about subjects such as: physical and personal descriptions, free time, work, travel, current affairs.
- Handle with ease the grammatical features highlighted in the above paragraph.
- Summarise a source of information: provide a report on it, explain its argument and give opinions on the topic.
- Initiate and hold a conversation on everyday life and activity (physical and personal descriptions, free time, work, travel)
- Understand the key points of a given article
- Recognise the key features of an audio-visual passage on work, school, free time or travel.

Methodology

The learning of French should be done in an environment where the classroom is considered a French-speaking social space, which places the students in practical situations where they must use their communication skills to carry out both real-life tasks and imagined scenarios.

Teaching Methods: Classroom support - Audio-visual learning – E-learning

Teaching tools: These tools are tailored to the kind of practical learning that best facilitates the uptake of the French language – Role play – Scenarios – Speaking exercises with particular linguistic constraints

Assessments:

Continuous individual assessment 100%

References:

GIRARDET Jacky, PÉCHEUR Jacques. Écho 3 – Méthode de français – B1, CLE International, 2009
PENFORNIS Jean-Luc. Français.com - Niveau intermédiaire, CLE International, 2011

STEELE Ross (2004), Civilisation progressive du français avec 400 activités : niveau intermédiaire, Nathan / CLE international, 903 STE

DELATOUR Y. (1991), Grammaire du français : cours de civilisation française de la Sorbonne, Hachette FLE (Français Langue Etrangère), 907 DEL

BARFÉTY Michèle, BEAUJOIN Patricia. Compréhension orale – Niveau 2 – B1, CLE International, 2005

CAQUINEAU-GÜNDÜZ Marie-Pierre, DELATOUR Yvonne, JENNEPIN Dominique, LESAGE-LANGOT Françoise. Les 500 exercices de grammaire B1 – Avec corrigés, HACHETTE F.L.E., 2005

GRÉGOIRE Maïa, THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire, CLE International, 2003

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire, CLE International, 2001

LEROY-MIQUEL Claire, GOLIOT-LÉTÉ Anne. Vocabulaire progressif du français - Niveau intermédiaire - Corrigés, CLE International, 2011

MAHEO-LE COADIC Michèle, MIMRAN Reine, POISSON-QUINTON Sylvie. Grammaire expliquée du français – Niveau intermédiaire, CLE International, 2002

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires, CLE International, 2013

PENFORNIS Jean-Luc. Vocabulaire progressif du français des affaires - Corrigés, CLE International, 2013

STEELE Ross. Civilisation progressive du français – Niveau intermédiaire, CLE International, 2004

THIÉVENAZ Odile. Grammaire progressive du français – Niveau intermédiaire - Corrigés, CLE International, 2003

Français et Culture - French - Advanced 1

Contact hours: 30 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Each student must sit a French language assessment before the classes start, which will determine their ability level and appropriate set.

Description: This module is designed to raise the student's language ability to around B2-C1. The student will improve their ability to speak, understand and write in French by developing an enriched vocabulary and mastering structures that are more complex. They will also gain a deeper appreciation for the French language and culture through the study of everyday situations, current affairs and seminal works.

Grammar: passé composé/imperfect/pluperfect revision and consolidation – time conjunctions – reported speech in the past – passive voice – complementary pronouns: direct, indirect, subordinate, "en" and "y" – comparisons – oppositions – expression of the object – expression of the action – consequence and intensity – past conditional to express regrets and reproaches – subjunctive in expressions of sentiment and judgment, as well as expressions of doubt and uncertainty – expression of cause and effect

Vocabulary: description of a person or group – text speech – IT speech – industry know-how – work and the economy – emotion and sentiment – health and illness – appreciation – architecture – transformations – counting and quantifying – environment and ecology

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

- Communicate in the French language to a high standard on a daily basis.
- Understand linguistic, sociolinguistic, cultural and pragmatic nuances that allow them to refine their everyday interactions and deepen their knowledge of French culture.
- Communicate and connect with students of different nationalities.
- Develop their communication skills with people from various backgrounds in a foreign language.
- Provide an overview of their own culture, showing overlap and relations with other cultures and peoples.
- Integrate into professional scenarios, either as an individual or as part of a group, by putting into practice their improved knowledge of discourse: preparing oral presentations, summarising documents orally, and proofreading professional documents.

Methodology: The ideal teaching environment is one of communication and practice, where students are placed in situations where they must interact with French speakers and solve real-life problems, both in the personal and professional sphere.

Teaching tools:

- Oral and written comprehension exercises allow students to develop a method of language learning that works for them thanks to a plethora of authentic documents and varied primary sources.
- Grammar exercises allow students to get a grasp on the essential grammatical structures used in the language today, which are then followed by written exercises to consolidate them.
- Vocabulary sheets go over key words and phrases by theme, with ensuing exercises showing the students how to use them in everyday situations.
- Oral exercises allow students to interact in small groups and discuss current issues, cultural or intercultural affairs.
- Written work is used to prepare them for professional and student life in France

Other tools: CD - Support Audio. E-learning. Course support. Role play

Pedagogical methods: Oral presentations. Debates. Interviews. Games

Assessments:

Continuous individual assessment 100%

References:

- Édito, niveau B2, 3e édition. Les éditions Didier, 2015.
- Élodie Heu, Jean-Jacques Mabilat. Alter Ego 4, niveau B2. Hachette livre 2007.
- Catherine Dollez, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio. Alter Ego + 4, niveau B2. Hachette livre 2015.
- Marine Antier, Joelle Bonenfant, Gabrielle Chort, Catherine Dollez, Michel Guilloux, Sylvie Pons. Livre de l'élève, cahier d'activités et documents audio.
- ? Alter Ego 5, niveaux C1-C2. Hachette livre 2010.
- Michel Guilloux, Cécile Herry, Sylvie Pons. Livre de l'élève et documents audio.
- Communication progressive du français, niveau avancé. Cle International 2016.
- Claire Miquel. Grammaire progressive du français, niveau avancé, 2e édition. Cle international 2012.
- Michèle Boularès, Jean-Louis Frérot. 450 nouveaux exercices, grammaire niveau avancé, nouvelle édition. Cle international 2004.
- Evelyne Siréjols, Pierre Claude. Grammaire progressive du français, niveau perfectionnement. Cle International 2012.
- Maïa Grégoire, Alina Kostucki. L'expression française écrite et orale, niveaux B2-C1. Presse universitaires de Grenoble 2003.
- Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel. Vocabulaire progressif du français, niveau perfectionnement. Cle International 2015.
- Claire Miquel. Littérature progressive du français, 2e édition. Niveau intermédiaire. Cle International 2013.
- Nicole Blondeau, Ferroudja Allouche, Marie-Françoise, Expression orale, niveau 3, B2. Cle International 2015. Michèle Barféty.

Français et Culture - French culture and society

Contact hours: 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: A panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions...

Learning objectives: At the end of this module, students will be able to understand the way French society works, the values and beliefs held by the French, some of the people's idiosyncrasies, and cultural differences between their native country and France.

Methodology: Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

References:

Bernstein (Richard). Fragile Glory. Plume. 1990

Nadeau (Jean-Benoît) & Barlow (Julie) Pas si fous ces Français Bernstein. Seuil. 2005

Peyrefitte (Alain) The French Evil Platt (Polly) French or Foe? Culture crossings Ltd. London 1994

Zeldin (Theodore) The French

ARDAGH John (1990), France today, Penguin Books, 903 ARD

STEELE Ross (2006), The french way : the keys to the behavior, attitudes and customs of the French, McGraw-Hill, 903 STE

Français et Culture – Culture et société

Contact hours: 20 **Total student workload:** 60 **ECTS:** 3 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: Proficiency in French – B1 level

Description: This module is taught in French, and provides a panorama of today's French culture and society: The family, work and employment, entertainment, religion, education, the institutions...

Learning objectives: At the end of this module, students will be able to understand the way the French society works, the values and beliefs held by the French, some of the people's idiosyncrasies and cultural differences between their native country and France.

Methodology: Preparatory work: reading assignment Lecture and discussion

Teaching tools: CD - Support Audio. DVD - Video support. Course support

Pedagogical methods: Critical analysis. Discussion groups. Oral presentations. Debates

Assessments:

Continuous individual assessment 50%

Continuous individual assessment 50%

References:

MERMET Gérard (2004), Francoscopie 2005 : pour comprendre les Français : faits - analyses - tendances - comparaisons - 10 000 chiffres, Larousse, 122.82 MER

NADEAU Jean-Benoît (2005), Pas si fous, ces français !, Le Seuil, 903 NAD

1990 Peyrefitte (Alain) Le Mal français. Albin Michel.

Français et Culture - Intercultural Management and Communication

Contact hours: 20 **Total student workload:** 60 **ECTS:** 4 **Semester:** Spring

Module Manager: TALPAIN Iryna

Pre-requisites: None

Description: Foreign culture and communication: foreign students will be mixed in the class to share their experiences and are asked to understand other cultures. They will approach intercultural management during the sessions through exercises and scenarios from other cultures.

Learning objectives: At the end of this module, students should be able to communicate in foreign languages, and they should be more communicative with someone from a foreign culture, as well as having improved their team building skills.

Methodology: Lectures, role plays, case studies, oral presentations

Teaching tools: DVD - Video support. Cases. Course support

Pedagogical methods: Seminars. Independent Research. Critical incidents. Discussion groups. Oral presentations. Scenarios. Theatre activities

Assessments:

Continuous individual assessment 70%

Continuous collective assessment 30%

References:

Cultures and Organizations: Software of the Mind (2004) , Mc Graw-Hill Cies

HOFSTEDE, Geert (2004), Cultural Intelligence, Intercultural Press

PETERSON Brooks (2006), When Cultures Collide, Nicholas Brealey International

LEWIS Richard D. (1996), Experiential Activities for Intercultural Learning, Intercultural Press

BENNETT Milton J. (1998), Basic concepts of intercultural communication: selected readings, Intercultural Press

HOFSTEDE Geert (1994), Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival, McGraw-Hill

PAIGE Michael (1993), EDUCATION FOR THE INTERCULTURAL EXPERIENCE, Intercultural Press

CHANEY Lillian H. (1995), Intercultural business communication, Prentice Hall

HALL Edward T. (1990), UNDERSTANDING CULTURAL DIFFERENCES, Intercultural Press