



POSTGRADUATE Exchange Student Course List

2018 / 2019

FALL SEMESTER - S5				SPRING SEMESTER - S6			
DATES: SEPTEMBER 2018 – DECEMBER 2018 EXAMS : DECEMBER 2018				DATES: JANUARY 2019 – APRIL 2019 EXAMS : APRIL 2019			
Choose one single specialisation track and up to 2 additional courses from the Optional Subjects list				Choose one single specialisation track and up to 3 additional courses from the Optional Subjects list			
SPECIALISATION TRACKS - One track = 3 classes in the Fall Semester and 2 classes in the Spring Semester - IN THE SAME AREA							
		Hours	Credits			Hours	Credits
MAJOR FINANCE							
1 - SPECIALISATION - International Finance				1A - SPECIALISATION - International Finance - Market Finance			
FI502E	Advanced Corporate Finance	27	6	FI507E	Financial Engineering and Trading	27	6
FI506E	Quantitative Finance	27	6	FI508E	Short-Term and Long-Term Financing	27	6
FI525E	Exchange Markets	27	6	1B -SPECIALISATION - International Finance - Corporate Finance			
				FI519E	Advanced Financial Analysis	27	6
				FI524E	Private Equity and Mergers & Acquisitions	27	6
2 - SPECIALISATION - International Accounting, Management Control & Auditing				2A - SPECIALISATION - International Accounting, Management Control & Auditing			
AC504E	External Auditing	27	6	AC503E	Management Control	27	6
AC514E	Management and Cost Accounting	27	6	AC505E	International Financial Reporting	27	6
AC515E	Advanced Accounting and Consolidation	27	6				
MAJOR MARKETING							
3 - SPECIALISATION - International Marketing				3A - SPECIALISATION - International Marketing B2C			
MK501E_1	International Consumer Behaviour	27	6	MK513E_2	Marketing Communication	27	6
MK502E	International Marketing Management	27	6	MK541E	Customer Experience Management	27	6
MK536E	Marketing of Innovation	27	6	3B - SPECIALISATION - International Marketing B2B			
				MK544E	B2B Marketing	27	6
				ST532E	Marketing Intelligence and Pricing Strategy	27	6
4 - SPECIALISATION - Digital Marketing				4A - SPECIALISATION - Digital Marketing			
IS513E	Database for Direct Marketing and e-CRM	27	6	IS514E	Designing User Experience & Web Analytics	27	6
MK505E	Principles of e-commerce	27	6	MK549E	Integrating Online and Offline Marketing Communications	27	6
MK546E	Omni-Channel Consumer Behaviour	27	6				
MAJOR HUMAN RESOURCE MANAGEMENT							
5 - SPECIALISATION - International Human Resource Management				5A- SPECIALISATION - International Human Resource Management			
HR506E	International HRM 1 (Compulsory Course)	27	6	HR507E	International HRM 2	27	6
Choose 2 modules				OB510E	Team Development and Management	27	6
HR510E	International Talent Management	27	6				
HR519F	Stratégie Ressources Humaines	27	6				
PM501E_1	Project Management	27	6				
MAJOR INNOVATION MANAGEMENT							
6 - SPECIALISATION - Innovation Management				6A - SPECIALISATION - Innovation Management			
MK536E	Marketing of Innovation	27	6	FI511E	Financing New Venture	27	6
ST510E	Strategic Management of Innovation	27	6	MK541E	Customer Experience Management	27	6
ST531E	Knowledge Management	27	6				

FALL SEMESTER - S5				SPRING SEMESTER - S6			
MAJOR SUPPLY CHAIN MANAGEMENT							
7 - SPECIALISATION - Purchasing				7A - SPECIALISATION - Purchasing			
		Hours	Credits			Hours	Credits
SC501E_1	Introduction to the Supply Chain Management	27	6	SC515E	Sourcing & e-Purchasing	27	6
SC503E	Procurement & Inventory Management	27	6	SC523E	Purchasing Management	27	6
SC522E_1	Purchasing & Supply Chain	27	6				
8 - SPECIALISATION - International Logistics				8A - SPECIALISATION - International Logistics			
SC501E_1	Introduction to the Supply Chain Management	27	6	SC506E	Global Supply Chain and International Trade	27	6
SC503E	Procurement & Inventory Management	27	6	SC510E	Management of Distribution & Transportation	27	6
SC505E	Coordination in the Supply Chain Management	27	6				
COMPULSORY EVENTS							
EV002N	International Fair		-				
EV003N	Career Forum		-				
Optional Subjects (choose 1-3 subjects)							
CR501E_1	Corporate Social Responsibility	27	6	CR501E_2	Corporate Social Responsibility	27	6
ST512E	International Business	27	6	OB510E	Team Development and Management	27	6
FG001N	French Culture	30	3	OB511E	Management of Change	27	6
0LV2F1	French Language	30	3	PM501E_2	Project Management	27	6
				OB513E	Next Organization	27	6
				ST305E_TC	Doing Business in France	27	5
				ST514E	Competitive Strategy	27	6
				FG002N	French Culture	30	3
				0LV2F2	French Language	30	3
<p align="center">A full time workload in Europe is equivalent to 30 ECTS.</p> <p align="center">The maximum number of classes chosen by any student is 30 ECTS in Business Modules and Maximum 36 ECTS in total.</p> <p align="center">Students may choose one specialisation track, and 1 to 3 other modules, subject to timetable constraints.</p>							

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE3 – PGTC - MAIB – MSc IF
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

A corporate finance course (FI 443 E or equivalent).

MODULE OBJECTIVES:

This module aims at linking finance and strategy through the understanding of the impact of strategic decisions on the future health of a company. The main standpoint is the one of shareholders; however the consequences of a given strategic decision for the other stakeholders will also be discussed.

The module is of particular interest to students who will seek positions such as financial manager, financial analyst, or corporate banking associate.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is compulsory for students in the MSc IF (International Finance) and PGE3 students majoring in Finance. It is an elective module in the MAIB programme and is also opened to exchange postgraduate students.

It is a specialisation module which introduces students to methods widely used in corporate finance related jobs, and allows them to better understand current issues in the domain of finance.

The school is committed to train Global Responsible Pioneers. Global managers have to master all aspects of finance: from the analysis of disclosed annual statements to financial markets. This module also presents how to finance environmentally friendly investments with new financing tools such as Green Bonds.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. assess the profitability of an investment for a firm using different methods
2. Analyze shareholders' return
3. Discuss the main issues involved in mergers and acquisitions
4. Use financial information to assess a company's health and its strategy
5. Apply different methods to measure the financial consequences of investment decisions

6. Choose the appropriate tools to gauge the market value of a firm
7. Weigh the impact of using different means to finance an acquisition

TOPICS COVERED:

- Financial analysis: review in order to strengthen students' ease in reading the financial statements of a company.
- Project assessment: this is an in-company viewpoint and the aim is to describe the main methods used to ponder the risk adjusted return of a financial decision – ie. decision to invest or not, decision on the means of financing.
- Value: how to assess the value created by a company from a shareholder's standpoint. Value is also discussed from other stakeholders point of view. Then, the link between ownership and value is studied in the context of private equity and through mergers and acquisitions.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbooks) :

1. Brealey et al. (Latest edition) *Principles of Corporate Finance*, McGraw Hill.
2. Vernimmen, P., Quiry, P., Dallochio, M., Le Fur, Y., and Salvi, A. (2014). *Corporate finance: Theory and Practice*. (4th edn) . Chichester: John Wiley & Sons. **[eBook available]**
website: <http://www.vernimmen.com>

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMMES	:	PGE3 – PGTC - MAIB – MSc IF
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES: Corporate Finance course (FI 443 or equivalent) and a good background in mathematics.

MODULE OBJECTIVES:

The aim of this module is to help students understand and be familiar with the main techniques and tools that are today used on the markets and within companies. The module is structured to give the user a complete perspective on these instruments- from theory to application, even if more importance is given to the mathematical part.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module is a fundamental module of the MSc. in International Finance. It is intended as providing to the students the main techniques and mathematical tools that are used today in International Finance. It will provide many mathematical examples that will help the students better understand the use of instruments that are presented in other modules (financial markets, international finance, financial engineering)

This module meets the following objectives:

1. Application of concepts and theory to practice with concrete exercises and examples
2. Develops mathematical and analytical skills
3. Takes into account the multidimensional nature of issues encountered in business.
4. Equips students with tools and concepts needed to help diagnosis and decision making.

Global managers have to master all aspects of finance. This course, which is mainly technical, will provide to students all the tools needed to understand the complexity of markets and how derivatives can influence the real economy.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

Knowledge-based outcomes:

1. Understand the notion of risk and return,
2. Understand the use of financial instruments for exposure management,
3. Understand the many possible strategies for arbitrage,
4. Collect relevant information in order to:

- a. Assess the actual and expected volatilities and returns of any asset
- b. Identify the cash flows generated by securities
5. Value assets (bonds, stocks , futures, options, swaps)
6. Evaluate the risks attached to the use of financial instruments,

Skill-based outcomes:

7. Set up a hedge strategy
8. Find out an arbitrage opportunity and value its gain
9. Use the appropriate information to have a critical overlook on the final results

TOPICS COVERED:

1. Risk and return measurement
2. Asset allocation and CAPM
3. Optimal asset allocation
4. Interest rates
5. Valuation of fixed income assets (and sensitivity)
6. Forward rate agreement
7. Swaps
8. Futures
9. Options (binomial tree and Black&Scholes)
10. Value At Risk

Those topics will be mainly covered by mathematical examples and exercises in order to identify the advantages and disadvantages of the techniques taught in class.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Zvi BODIE, Alex KANE, Alan MARCUS (Latest Edition) *Investments and portfolio management Global edition*, McGraw-Hill
- J.C. HULL (Latest Edition) *Options, Futures and Other Derivatives*. Global Edition. Pearson Eds.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMMES	:	PGE3 - PGTC - MAIB – MSc IF
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

A course or experience in corporate finance or financial management (FI443E or equivalent).

MODULE OBJECTIVES:

This module is about multinational management, and more specifically, the financial management dimensions of leading a multinational company.

It is intended at providing a comprehensive and integrated introduction to the discipline of modern international finance. Historical, economic, and managerial paradigms are used to analyze and understand the various issues and concepts. The focus is on the characteristics of international financial markets, institutions, instruments, and innovations, as well as their use in hedging exchange risk.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is a compulsory module for students specialising in finance: MSc IF or PGE major in finance. It is an elective in the MAIB programme and is open to Posgraduate exchange students. .It aims at equipping students with the knowledge of the theory and practical applications of exchange rates. It also provides them with the major techniques used in hedging exchange risk.

The module is focused on the global aspect of finance in a world which is getting smaller and smaller and more interactive as ever. Inview of the numerous financial crisis, the module studies the problems that aroused from international trade and how they could have been averted responsibly, in that making students pioneers in this field.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Explain the differences between foreign exchange spot and forward markets.
2. Demonstrate the ability to estimate and forecast foreign exchange rates using the relevant theories and models.
3. Explain the concepts of international parity relations, such as interest rate parity and purchasing power parity.
4. Understand exchange rate exposure for a multinational corporation.
5. Use currency derivatives to hedge currency risk.

TOPICS COVERED:

- Different types of exchange rates;
- Arbitrage;
- Speculation;
- International parity relations;
- Currency derivative instruments

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Eiteman, D. et al. (Latest edition) *Multinational Business Finance*, Pearson.

e.book available

ACADEMIC AREA	: FINANCE – ACCOUNTING - ECONOMICS
PROGRAMMES	: PGE3 - PGTC - MAIB – MSc IAMCA
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework & assessment)
CREDITS	: 6 ECTS - M2

PRE-REQUISITE MODULES:

Prior knowledge in financial accounting, financial analysis and advanced accounting, including IFRS/IAS, French or US GAAP (Generally Accepted Accounting Principles).

MODULE OBJECTIVES:

This module is intended to provide a basic foundation for students to understand the principles of external auditing. It is based on the International Standards of Auditing (ISAs). It will focus on the nature and objectives of auditing and its usefulness for shareholders and other interested parties. It is not however intended to train potential certified or qualified auditors!

Striking a careful balance between theory and practice, this module considers the overall processes of auditing including audit planning, audit risk, materiality, analytical review, the collection of evidence to support the audit opinion, and methods of reporting to shareholders and others.

This is a specialisation module with three major objectives :

- Develop the ability to identify and apply best auditing practice to a range of auditing situations,
- Develop a critical appreciation of the frameworks and contexts within which auditing is conducted, including the ability to assess, explain and evaluate current and emerging developments in auditing in the post-Enron era, and
- Discuss and assess the key differences between assurances and non-assurance engagements with an emphasis on the professional standards promulgated by the International Auditing and Assurance Standards Board (IAASB)

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is a compulsory module for MSc IAMCA (International Accounting, Management Control and Auditing) students and PGE3 students majoring in International Accounting and Auditing. It is an elective in the MAIB programme.

The module aims at providing the students with an understanding of the major techniques used in auditing, of current issues in auditing and of the international context within which it is conducted.

As for the MAIB, it would meet programme outcomes such as understanding organisations in general and more specifically the external environment; understanding the importance of strategic decision-making and policy formulation so as to be able to decide upon, and contribute to, the strategy of a company; be able to solve complex problems and make decisions; apply skills in a variety of contexts and situations.

Since 2002, most regulators over the world adopted tight regulations and/or recommended strong practices in the preparation of financial statements not merely limited to the basic version. A growing demand for non-financial and integrated reporting should be addressed with its ramifications to, or implications, for the independent accounting firms or the global accountancy profession. The course will therefore focus on the evolving role of auditors regarding the nascent aspects of CSR included in the financial reporting to shareholders, and in its second aspect to other stakeholders.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Explain and evaluate existing approaches to a range of issues in auditing;
2. Critically assess recent developments in the international regulation of auditing and corporate governance;
3. Analyse complex situations, select, justify and apply appropriate audit practice or other assurance engagements, and prepare a report suitable for presentation to a variety of users.

TOPICS COVERED:

- The nature of audit, audit practice and environment
- Auditor independence & professional ethics
- Framework of audit planning and performance
- Audit committee and internal audit
- International auditing & assurance services
- Fraud examination and other audit services

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook) :

Hayes R., Wallage Ph. and Görtemaker H. (Latest edition) *Principles of Auditing: An introduction to International Standards on Auditing*, 3rd edition, Pearson Higher Education.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMMES	:	PGE3 – PGTC - MAIB – MSc IAMCA
FORMAT	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITES MODULE:

Students are expected to have a business undergraduate degree level, a good background in fundamentals of managerial accounting and in intermediate accounting.

MODULE OBJECTIVES:

This course is aimed at providing the students with technical tools and concepts that managers use to carry out the major functions of management accounting: score-keeping, attention directing, and problem solving.

Management accounting information is used in all functional areas of business: marketing, production, personnel, finance, etc. This course has an in-depth approach of management accounting concepts initially covered in the introductory course AC302E / Management Accounting (or similar ones). The materials cover the fundamentals and techniques of cost, revenue analysis and cost management within the organization. This course will then emphasize the different costing systems, such as job order, process costing and cost variances or revenue analysis, with a major focus on the different cost accumulation systems and their implications in the decision making process and strategy implementation.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module is a compulsory module for MSc IAMCA (International Accounting, Management Control and Auditing) students and PGE3 students majoring in International Accounting and Auditing. It is an elective in the MAIB programme. It is also opened to exchange postgraduate students interested in management accounting & control, especially in costs and revenues analyses.

The module is a specialization module which also contributes to the global dimension and, to a lesser extent, to the responsible and pioneering dimensions , by:

- Introducing students to accounting as the universal language of business;
- Being grounded in conceptual foundations flexible enough to be adapted to a variety of business and multicultural contexts;
- Inducing students to take a future-oriented, forward-looking perspective;
- Providing tools of quantitative measurement of conduct or performance as a necessary prerequisite to implementing a responsible strategy in organisations.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the students will be able to:

1. Discuss and evaluate the benefits and challenges that arise around the measurement of costs,
2. Critically assess the different methods of cost allocation involving decision-making,
3. Consider complex situations in budgets preparation, integrate the most current practice and theory in cost accounting with a strong emphasis on the managerial uses of cost information,
4. Analyze the importance of cost management and product differentiation in strategy development and implementation.

TOPICS COVERED:

Many of the tools and concepts in this course are applied quite widely in the business world:

- Job costing vs. process costing systems,
- Activity-based costing and management,
- Cost allocation to joint-products and by-products costing,
- Flexible budgets and cost variance analysis,
- Cost management and pricing decisions
- Revenues, sales variances.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook) :

Horngren, C., Datar, S.M., Rajan, M. (2012) *Cost Accounting: A Managerial Approach*, 14th edn, Pearson Education.

→ **eBook available**

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMMES	:	PGE3 – PGTC – MSc IAMCA
FORMAT	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITES MODULE:

Students are expected to have a substantial undergraduate level in financial accounting and intermediate accounting, especially regarding foreign exchange transactions recording and analysis.

MODULE OBJECTIVES:

The purpose of this course in advanced accounting is to examine the consolidation techniques and procedures applied to different ventures, and assess the impact of foreign currency transactions, derivatives and hedging activities in the preparation of consolidated financial statements. Students wanting to prepare the accounting profession exam will gain an in-depth appreciation of accounting principles in particular reporting situations.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module is a compulsory module for MSc IAMCA (International Accounting, Management Control and Auditing) students and PGE3 students majoring in International Accounting and Auditing. It is also opened to exchange postgraduate students interested in practical financial reporting problems related to business developments such as business combinations, consolidations or corporate reorganizations.

Since 2002, most regulators over the world adopted tight regulations and/or recommended strong practices in the preparation of financial statements not merely limited to the basic version. The course will therefore focus on the evolving role of accountants regarding the nascent aspects of CSR and their integration in financial reporting to the different stakeholders. A growing demand for non-financial and integrated reporting should be addressed with its ramifications the preparation of consolidated and statutory financial statements.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the students will be able to:

1. Understand the motives of business combinations and explain the necessity to consolidate financial information into one set of financial statements,
2. Describe and critically assess the different methods of consolidation of financial statements,
3. Identify the complex accounting situations (such as non-controlling interests, intra-entity or foreign currency transactions) and consider how they could affect the resulting financial statements,

4. Analyze the key features of partnerships formation and operation, and discuss about the main differences with the corporate form of business.

TOPICS COVERED:

- Business combinations,
- Consolidation techniques and procedures,
- Intercompany profit transactions,
- Partnerships accounting issues,
- Corporate liquidations and reorganizations
- Foreign currency financial statements.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook):

Beams, F. et al. (2014) *Advanced Accounting*, 12th Edition, Pearson Global Edition. **(To be published October 2014)**

ACADEMIC AREA	: MARKETING
PROGRAMMES	: MAIB - MSc IM - MSc ILBM - PGTC - PGE3
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6 ECTS - M2

PRE-REQUISITE MODULES:

“MK301N - Fondamentaux du Marketing I” and “MK302E - Marketing Fundamentals II” or equivalent.

MODULE OBJECTIVES:

Three main schools of thought have emerged to explain today's “global” markets – convergence (we are all becoming more alike), divergence (the more technical global barriers fall, the more we focus on expressing our local identities), and eclecticism (some combination of the two, depending on the case). We shall study in depth current trends of consumer behaviour, the consumer decision making process, individual determinants of consumer behaviour, environmental influences on consumer behaviour and cross-cultural consumer behaviour.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The concept of marketing within management strategy is to maintain a consumer focus at all times. Thus the study of consumer behaviour is fundamental to a marketing oriented organisation. This module enables students to understand the importance of the consumer in the marketing process to build the adequate offer and especially the appropriate communication.

Global: One of the major objectives of the course is to introduce cross-cultural consumer behaviour. A specific focus will be put on Hofstede's dimensions, which will be used to illustrate the cross-cultural dimension of concepts and theories.

Responsible: Another major objective of the course is to make students understand that marketers cannot influence the behaviour of their target consumers without a clear understanding of the internal cognitive processes that guide behaviour. This raises the question of potential negative impact of marketing activities on consumers lives and of ethics within marketing management.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, the students will be able to:

1. To critically analyse theoretical consumer behaviour concepts within an international context,
2. To understand and apply models of consumer behaviour including decision making processes and their relationships to actual purchasing behaviour,
3. To assess and evaluate international marketing strategies from a consumer perspective,
4. To critically evaluate customer' needs and complexities of behaviours and to recognise the impact that this has on an organisation's marketing strategy in an international context,
5. To provide a theoretical underpinning, utilising a range of psychological, social, cultural and economic factors which influence consumer behaviour within global markets.

TOPICS COVERED:

The main themes are:

- The principles of consumer behaviour,
- Consumer decision making process,
- Individual determinants of consumer behaviour,
- Environmental influences on consumer behaviour,
- Influencing consumer behaviour,
- Cross-cultural consumer behaviour.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**■ Recommended Textbook:**

- Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (Latest Edition) *Consumer Behavior: Building Marketing Strategy*. McGraw-Hill.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE3 - PGTC - MAIB - MSc IM
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS credits - M2

PRE-REQUISITE MODULES:

“MK301N-Fondamentaux du Marketing I” and “MK302E-Marketing Fundamentals II” or equivalent.

MODULE OBJECTIVES:

The module is designed to introduce the student to the nature and practice of international marketing management. The module assumes prior knowledge of general marketing management and builds on this base to develop an awareness and understanding of the peculiarities encountered in international marketing.

The main topics will cover issues related to researching foreign markets, creating international competitive advantage of firms, modes of entry in foreign markets, developing a marketing mix for new foreign markets and products and the social impact of international marketing decisions.

This module introduces principles of international marketing, at both strategic and operational levels. It helps students to identify and utilise key credible sources for the purpose of decision-making during the internationalisation process, to analyse the marketing constraints and opportunities in expanding operations in foreign markets and to assess the feasibility of extending a product/service into an overseas market. Students also study in depth product pricing, distribution, and promotion strategies in a foreign market. A strong emphasis is placed on the importance of international marketing within a socially responsible framework.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The learning objectives of this module contribute to the following programme objectives:

1. To develop a capacity for applying advanced skills and knowledge of business to the context of international marketing,
2. To develop analytical skills and a critical ability commensurate with a postgraduate level of study,
3. To analyse the environments, in which the international marketing takes place,
4. To take into account the multidimensional nature of issues encountered in business,
5. To understand the importance of strategic decision-making.

This module takes a global perspective by examining the internationalization process and strategies of firms across different markets, industries and regions of the World. Responsibility is recognized as fundamental to the differing contexts of international marketing, for example in developing country markets. Students are expected to take a pioneering approach to analyzing and developing international markets and to develop appropriate, responsible strategies.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify and utilize key credible sources for the purpose of decision-making during the internationalization process,
2. Critically analyze the marketing constraints and opportunities in expanding operations in foreign markets,
3. Assess feasibility of extending a product/service into an overseas market,
4. Apply techniques for analyzing product pricing, distribution, and promotion strategies in a foreign market,
5. Explain the importance of international marketing within a socially responsible framework.

TOPICS COVERED:

The main themes are:

- International Marketing Management,
- The decision to internationalise,
- Researching foreign markets,
- Designing the International Marketing Plan,
- Market segmentation and positioning,
- Market entry strategies,
- Product and distribution strategy.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbook:

- Hollensen, S. (Latest Edition), *Global Marketing: A decision oriented approach*, Prentice Hall.
(E-book available)

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE3 - PGTC - M.A.I.B - MSc IE - MSc IM - MSc SMEI
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

“MK301N - Fondamentaux du Marketing” and “MK302E - Marketing Fundamentals II” or equivalent.

MODULE OBJECTIVES:

New technology often leads to shortened product life cycles, demand for continual product updates, increases in the perceived risk of adoption by customers, increased requirements for intensive customer service and relationships, and growing reliance on business partners (suppliers, vendors, and distributors). This module focuses on understanding these changes and developing the successful marketing strategies and tactics required for innovative products.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to fulfil the following programme objectives:

- Develop a range of advanced analytical skills and knowledge of business so as to prepare for a career in international business and management at an executive level.
- Develop a capacity for applying these in a variety of contexts and situations, particularly of a multicultural and international nature.
- Develop analytical skills and a critical ability commensurate with a postgraduate level of study.
- Take account of the multidimensional nature of issues encountered in business.
- Equip students with the tools and concepts needed to adapt to a rapidly changing environment.
- Learn how to work in a team and develop the techniques of team-building.

This course is related to both the Global and Pioneer dimensions as it covers topics in the area of innovation and entrepreneurship using international cases of companies operating globally.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Plan a marketing campaign using innovative marketing platforms,
2. Explain the cycles of consumer adoption of innovations and the obstacles to accelerating the rate of adoption,

3. Identify the competitive advantages of successful innovative companies, and the key success factors of top-rated innovative products and services,
4. Evaluate the strengths and weaknesses of major business models in the marketplace,
5. Design a conjoint analysis study to recommend a pricing policy for new products and services.

TOPICS COVERED:

The module covers concepts and theories that help students understand:

- The challenges of innovative marketing platforms,
- The theory of adoption of innovations and factors that accelerate the rates of adoption,
- The nature of innovation-based competitive advantages in the marketplace,
- The different alternatives in terms of business models for innovative products and services,
- The importance of pricing strategies when launching new products and services,
- The dynamics of innovative industries.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ RECOMMENDED TEXTBOOKS:

- Moore, G. (2004). Inside the tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, Harpercollins Publishers.
- Rogers, E. (2003). Diffusion of Innovations, Free Press.
- Christensen, Clayton M. (2011). *The innovator's dilemma: The Revolutionary Book That Will Change the Way You Do Business*. (Reprint). New-York: Harperbusiness.

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	PGE3 - PGTC – MSc IF – MSc DMC – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Students are expected to have studied management information systems (MIS) as part of their undergraduate studies and to have good practical skills in word processing, spreadsheets and databases.

MODULE OBJECTIVES:

In this module, students will learn about and apply certain principles of e-commerce which can be divided into:

- **Business and analysis aspects:** business models, revenue models, procurement of services and the like. This is the **WHY, WHAT and HOW MUCH** of e-commerce.
- **Technology, design and implementation aspects** : innovative use of new technologies and techniques used in the design and construction of data-enabled dynamic websites and the like. This is the **HOW and WHEN** of e-commerce.

The business aspects will typically occupy two-hours out of a three hour class and the technical aspects will usually occupy the remaining hour.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

A learning goal of all programmes is that students are able to use ICT in their functions. Students specializing in Digital Marketing or in International Finance must be able to summarize the fundamental principles of e-commerce, their application to business strategy and marketing and business opportunities made possible due to ICT. They must know the steps to realize these opportunities, and have the ability to communicate relevant business requirements to ICT specialists.

The content covered in this module is of relevance to the global business environment. Specifically, it focuses on the new business opportunities that technology brings in today's globalized world.

This course focuses on some of the innovation with respect to IT and their contributions to business

Responsible aspect of business: A small component of this course focus on the role of IT in addressing social concern, specifically improving the access of products or services to different sections of society

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of this module, the student will be able to:

1. Understand and explain the theoretical contribution of information systems to business strategy and marketing and apply that understanding in practical contexts.
2. Recognise, describe and quantify the business opportunities which are made possible by building information systems using ICT (information and communications technology).
3. Create a strategic plan to realise those business opportunities at departmental, corporate or inter-company level.
4. Analyse existing or future e-business processes and operations in sufficient detail to be able to set requirements for their subsequent implementation by ICT specialists.

TOPICS COVERED:

- An introduction to e-Commerce
- E-Commerce infrastructure
- Building E-commerce websites
- Business models for e-Commerce
- E-Commerce Marketing and Advertising
- Online Media
- Social Networks and Communities,
- E-Commerce Retailing and Services
- B2B E-Commerce
- Analysis and design of e-commerce information systems

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Chaffey, D. (2011). *E-business and e-commerce management*. (5th edn.). Harlow: Financial Times.

(eBook available)

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME	:	PGE3 - PGTC – MSc. MAIB - DMC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Fundamentals of Marketing including Consumer behavior.

MODULE OBJECTIVES:

In the current global climate Internet and its digital media have been recognised as imperative communication channels in direct Marketing. The main objective of this module is to introduce one of the many forms of direct marketing but with a digital orientation i.e., data-driven marketing where internet and its digital media spin offs remains as the engine of growth. This module is designed to enable students to understand how data driven analytics can be used to build customer knowledge that can be assessed and used effectively. This module is designed to introduce data analysis methods and approaches for intelligence building in Customer Relationship Management (CRM), as well as related legislation and ethical issues.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Data-driven marketing improves efficiency and effectiveness of marketing expenditures across the spectrum of marketing activities. As internet is a major provider of consumer data, studying Digital marketing would be incomplete without learning how to make decisions based on internet generated consumer data. This module provides fundamental insights into methods, problems, and opportunities of data-driven marketing. This module therefore, is part of the Master program in Digital Marketing.

Students are expected to have followed a first course in Statistics and be familiar with basic concepts of statistical analysis. The course will make extensive use of the R Package (free open source) which is by far the most used tool for statistical analysis in Industry and Academia today.

Direct Marketing calls upon, by its very nature, a global approach to business. It is a rapidly moving and innovative field that is attracting executives with a pioneering spirit. The extensive impact of these techniques necessitates a responsible and ethical attitude.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Organize internally generated customer data.

2. Use external database.
3. Make data-driven decisions associated with the development, pricing, promotion and distribution of goods and services.
4. Understand the nature and concept of direct marketing and E-CRM.
5. Be able to apply key technologies, tools and techniques in direct marketing.
6. Online data analytics skills. and modern web statistical learning tools using R.

TOPICS COVERED:

In this module the following themes will be dealt with:

- Introduction: Direct Marketing and Data-driving Marketing.
- Analysing the market situation using direct marketing (customer database and external database).
- Modern statistical learning and web mining techniques using R.
- Objectives and Strategies within Direct Marketing (Relationship marketing and CRM, Social networks).
- Direct Marketing Implementation and Control.
- The presentation and application of emerging Direct Marketing tools.
- E-CRM and guidelines for emerging web analytics in Consumer Relationship Management.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

1. Tapp, Whitten and Housden, A. (2014): *Principles of Direct, Database and Digital marketing*. (5th edn). Pearson.
2. Mark, J. (2010). *Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know*, John Wiley & Son.
3. James G, Witten D., Hastie T, Tibshirani R. (2013). *An Introduction to Statistical Learning: with Applications in R*. Springer Science & Business Media.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	MSc DMC, M.A.I.B, PGE3, PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

“MK301N - Fondamentaux du Marketing I” and “MK302E - Marketing Fundamentals II” or equivalent.

MODULE OBJECTIVES:

The increasing access to the Internet and digital technologies is changing the characteristics of consumption. Companies must rapidly adapt to this reality offering products and services that are in accordance with the expectations of this new connected consumer. This course aims to provide an understanding of the cultural, social, personal and psychological factors that influence on consumer behavior in traditional and online environments, as well as the elements that affect consumer decision processes across different marketing channels. It proposes an integrative approach, examining how companies can use online and offline marketing channels in their marketing strategies and programs with the objective of maximizing consumer experience.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The concept of marketing within management strategy is to maintain a consumer emphasis at all times. Thus, the study of omni-channel consumer behaviour is fundamental to a marketing oriented organisation. This module enables students to understand the importance of focusing in the consumer to develop adequate marketing strategies and programs, integrating online and offline marketing channels.

This module will contribute to the Global – Responsible – Pioneer values of the school by:

- Stimulating students to apply digital technologies in an innovative way to reach consumers in a global and competitive context (GLOBAL, PIONEER).
- Enabling students to think strategically with emphasis on consumers, considering the whole set of elements that influence their behavior (cultural, environmental, individual, etc.) (GLOBAL, PIONEER).
- Studying marketing as a dynamic field of study that stimulates the constant analysis of future scenarios (technological, economic, social, ethical etc.) (RESPONSIBLE, PIONEER, GLOBAL).

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, the students will be able to:

1. To understand and apply models of consumer behaviour including decision making processes and their relationships to different marketing channels,
2. To analyse theoretical consumer behaviour concepts integrating online and offline contexts,
3. To evaluate the omni-channel strategies and tactics developed by companies from the consumer perspective.

TOPICS COVERED:

The topics covered are based on the conception of a global and interconnected consumer. The main themes are:

- The principles of consumer behaviour,
- Individual determinants of omni-channel consumer behaviour,
- Cultural and environmental influences on omni-channel consumer behaviour,
- Consumer decision making process integrating online and offline environments,
- Consumer behaviour and communication in online and offline channels.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**■ Recommended Textbook:**

- Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (Latest Edition) *Consumer Behavior: Building Marketing Strategy*. McGraw-Hill.
- Stahlberg, M., Maila, V. (2013), *Multichannel Marketing Ecosystems. Creating Connected Customer Experiences*. Kogan Page.

ACADEMIC AREA	: HUMAN RESOURCE MANAGEMENT
PROGRAMMES	: PGE3 – PGTC – MAIB – MSc IHRM
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework & assessment)
CREDITS	: 6 ECTS – M 2

PRE-REQUISITE MODULES: None

MODULE OBJECTIVES:

The aim of this module is to examine national institutional, regulatory and labour relations contexts that critically influence the HRM function, and associated key HRM policies (planning, staffing, and training) in international enterprises.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the following programme aims:

- Making an immediate and effective contribution to the HR function within an international organization
- Knowing why and how HR contributes to the strategic development of an international organization and demonstrating the potential to contribute personally to such development.

The module will teach students to think about human resource management in a global context. They will be exposed to models of cultural differences and comparative industrial relations, considering how to behave responsibly given all of the parties involved. Students will also consider how to commence and manage issues associated internationalization from an HRM perspective.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Be aware of the challenges in contemporary employer-employee relationships.
2. Assess the impact of legislation and labour relations on HRM in different national contexts.
3. Evaluate the major differences between different national and international HR systems
4. Critically assess trends in IHRM, including the changing employer-employee relationship.
5. Analyse HRM practices in North America, Europe and Asia

6. Evaluate how labour relations and institutional contexts influence the design of HRM and employee relations strategies.
7. Design HRM policies that are reflective of different institutional, regulatory and cultural contexts.

TOPICS COVERED:

- Introduction to HRM Processes
- IHRM and Comparative Employment Relations
- IHRM and Cultural and Institutional contexts
- IHRM and Globalisation
- IHRM, global labour management and the changing nature of labour markets
- IHRM in the host country, outsourcing & offshoring

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (recommended textbooks) :

Dessler, G. (Latest edition). *Human Resource Management*. Pearson: Essex, England (**eBook available**)

Briscoe, D.R. and Schuler, R.S. and Tarique, I. (Latest edition). *International human resource management: Policies and Practices for Multinational Enterprises*. Routledge. (**eBook available**)

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	MSc IHRM
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Previous course work in management, organizational behaviour, and/or human resource management

MODULE OBJECTIVES:

The aim of this module is to examine how companies attract talent, identify high potentials and develop their skills through leadership development, and retain them by a total rewards program and engaging work environment.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the following programme aims:

- Apply theory to practice
- Enhance self-learning and autonomy
- Further develop analytical and critical skills
- Increase understanding of organisations in general and the external environment in which international business operates.
- Acquire tools and concepts needed to understand and adapt to rapidly changing environments.

The links with the GRP objectives are the following :

Global: as the module title indicates, the focus is on international talent management issues in different countries.

Responsible: part of talent management is developing high potentials to become leaders who make decisions based on stakeholder expectations and the decision's impact on the triple bottom line: people-planet-profits

Pioneer: in order to compete globally, the talent organizations choose to attract, develop, and retain need to innovate. The module will also examine innovative practices in terms of talent management

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Link successful business strategy and international talent management (ITM)

2. Assess the effectiveness of a company's ITM strategy and policies using module concepts and make recommendations regarding the :
- Attraction of international talent → employer branding sourcing strategies
 - Development of high potentials → leadership development, career management
 - Retention of international talent → performance and compensation management and retention of talent in two contexts – expatriation and international mergers & acquisitions.

TOPICS COVERED:

1. Situating international talent management
2. Talent management and employee engagement
3. Designing a talent management system
4. Attracting & sourcing talent, employer branding
5. Talent development: Identifying high potentials and global leaders
6. Talent development: Coaching, mentoring, succession planning
7. Talent development: Managing international careers
8. Talent development and retention: International performance management, rewarding and compensating talent
9. Talent retention: Expatriation and international mergers & acquisitions and expatriation

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Berger, L. A. and Berger, D. B. (Latest edition) The Talent Management Handbook, 2nd edition, McGraw Hill.

Briscoe, D. R.; Schuler, R. S.; Claus L. (Latest edition) International Human Resource Management, Routledge.

Both books are available in e-book format on the ESC library's website.

POLE ACADEMIQUE	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	PGE 3 (IHRM)
HEURES FACE-A-FACE	:	27 heures (9 séances x 3 heures)
TRAVAIL PERSONNEL	:	120 heures (préparation du cours, mission en entreprise, examens)
CREDITS	:	6 ECTS – M2

COURS PRE-REQUIS:

Préalablement au cours, les étudiants auront acquis une sensibilisation à la question du management de la fonction Ressources Humaines par leurs parcours de formation, par leurs stage ou années césure. Ils en auront projeté une intégration en entreprise comme collaborateur dans cette fonction.

OBJECTIFS DU COURS:

L'objectif de ce cours est de maîtriser et savoir utiliser les concepts et la méthodologie permettant d'intervenir stratégiquement et opérationnellement dans le domaine de la fonction Ressources Humaines comme collaborateur d'un service des Ressources Humaines en entreprise ou lors d'une mission conduite par un cabinet de conseil en management.

CONTRIBUTION DU MODULE AUX OBJECTIFS DE PROGRAMME :

Les étudiants comprendront les enjeux et la contribution de la fonction Ressources Humaines à la stratégie de l'entreprise autant qu'à sa dimension sociale (R). Ils seront en mesure de contribuer à la réussite des projets de l'entreprise par l'apport de leurs compétences en expertise et innovation (P). Ils comprendront la spécificité du modèle français (G).

RESULTATS D'APPRENTISSAGE (ILOs):

Etre capable de :

1. Situer la fonction Ressources Humaines dans un contexte législatif.
2. Situer la fonction Ressources Humaines dans un contexte stratégique d'entreprise.
3. Décrire et analyser une organisation du travail.
4. Contribuer à la stratégie de l'entreprise par la formulation de préconisations pour l'accompagnement de l'évolution de l'organisation du travail, des activités, des compétences et des carrières.
5. Proposer des actions en amélioration ou innovation des dispositifs et des outils de management de la fonction ressources Humaines.
6. Contribuer à une politique de Responsabilité Sociale des Entreprises notamment sur les enjeux sociaux.

THEMES ABORDES:

- Le contexte législatif de la fonction Ressources Humaines.
- La fonction Ressources Humaines : activités, acteurs internes et externes, conceptions et stratégies.
- La méthode et les outils pour la description et l'analyse de l'organisation du travail.
- Stratégie et Gestion Prévisionnelle des Emplois et des Compétences : méthodologie de GPEC, outils et acteurs.
- Les dispositifs pour l'accompagnement de l'évolution des compétences et des carrières : l'entretien d'évaluation et l'entretien professionnel, la formation professionnelle continue.
- La veille sociale et les acteurs du dialogue social.
- Fonction Ressources Humaines et Responsabilité Sociale des Entreprises : les actions et les acteurs dans un contexte social et législatif.

SYSTÈME DE NOTATION:

Evaluation	Individuelle / Groupe	Type (oral, écrit)	Durée de l'épreuve	Pondération (total 100%)	Résultats d'apprentissage
Contrôle continu	ND	ND	ND	20% à 40%	ND
Contrôle final	ND	ND	ND	60% à 80%	ND
				Total 100%	

BIBLIOGRAPHIE SOMMAIRE:

- Peretti, J-M. (2015). *Ressources Humaines*. (15e edn). Vuibert.
- Taieb, J-P. (2011). *Les tableaux de bord de la gestion sociale*. (6e edn). Dunod. **[eBook disponible]**

ACADEMIC AREA	: Human Resource Management – Project Management
PROGRAMME(S)	: PGE 3 (IT – RPI) - MSc SMEI - MSc IHRM - MAIB - PGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6 ECTS – M2

PRE-REQUISITE MODULES:

An Organizational Behaviour module (OB301E or equivalent). Students should be familiar with the various departments of a company. They should have sufficient computer skills to use Microsoft Project or similar software.

MODULE OBJECTIVES:

This module teaches students why projects matter in a changing business environment, their impact on organizations, how they are created, managed and implemented, how students will be involved as individuals, team members and managers, and how performance relates to projects. The goal is to teach the students how to effectively organize and run a structured project in various environments and positions. The topics covered are: How projects implement globalization, projects & organizations, the project manager, team management, time & resources management, complexity, special steps and success and performance.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course aims to enable students to understand how to better manage globalisation and other management projects within a business context. Their responsibilities are then better appreciated for all aspects of project related decisions and implementation. This course aims to enable them to draw on all aspects of their work here at ESC Rennes to (as far as it is possible) make a success of their projects under the unique conditions that they find themselves. Students will be pioneers in the management and implementation of change at both a strategic and operational level.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Explain and assess project requirements (and evaluate the associated techniques)
2. Analyse project risks (and evaluate the associated techniques)
3. Analyse project quality (and evaluate associated techniques)

4. Explain the alternative options to plan, monitor and control a project (and evaluate the associated techniques)
5. Explain the purpose of performance management in projects (and evaluate the associated techniques)
6. Apply generic project tools (and evaluate the associated techniques)
7. Explain the nature of project information and communication (and evaluate the associated techniques)

TOPICS COVERED:

- Introduction - How projects implement globalization
- Projects & Organizations
- What a project is
- The project manager
- Team management
- Time & resources management
- Complexity - Information management
- Special steps
- When things go wrong
- Success & performance.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Kerzner, H. (Latest Edition). *Project management: a system approach to planning, scheduling, and controlling*. Wiley. (eBook available)

**ST510E
STRATEGIC MANAGEMENT OF INNOVATION**

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	PGE3/PGE3 (RPI) – PGTC – M.A.I.B – MSc IE
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

“FI443E – Corporate Finance” – “OB301E – Organisational Behaviour” – “ST401E” or “ST501E” – Strategic Management Fundamentals” or equivalent.

MODULE OBJECTIVES:

The Strategic Management of Innovation course intends to provide a framework for understanding and addressing the critical strategic challenges involved in the management of business based on innovation. The purpose of this course is to expose learners to the dynamics of industries driven by innovation and to train learners to think strategically about innovation and new product development.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module concentrates on innovation and contributes to the programmes’ objectives of students being generalists or pioneers. They will be able to analyse critically multidimensional and complex business questions and take effective managerial decision in an international turbulent business context.

Innovation, even for non-technologically intensive situations, is very important for companies since technology tends to quicken the pace of change and increase the cost of misjudgment; for the society, innovation has always been an effective answer to the environmental and ethical responsibilities of companies. Firms are finding themselves more and more exposed to intensive face-to-face competition with innovative companies from foreign countries; actually, the boundaries of nations are blurred in the face of innovation. As a global language, innovation has been the key for firms to pioneer in the world market, and continuously contribute to the global society.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Explain the differing types of innovation such as radical, incremental, architectural and component,
2. Examine how innovativeness changes with firm growth,
3. Assess the implications of dominant designs,
4. Examine how firms absorb innovative ideas,

5. Outline the different models of innovation,
6. Articulate the role of research in the firm,
7. Formulate R& D and product portfolios strategy.

TOPICS COVERED:

The themes covered will include:

- Tools of innovation management,
- Management of Intellectual Property,
- Management of new product development,
- Sources of innovations: Internal and external,
- Economics perspectives on innovation,
- Innovation for sustainability.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbook:

- Trott, (Latest Edition), *Innovation Management and New Product Development*, Financial Times Press Pearson.

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	PGE3 - PGTC - MAIB
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

“ST401E - Strategic Management Fundamentals” or equivalent.

MODULE OBJECTIVES:

Managing creativity and knowledge represents a refocusing of managerial thought and practice around the intangible asset of knowledge in companies. This module takes a broad view of the knowledge-based view of a firm. It integrates theory, research and practice concerning creativity and knowledge creation and management to help students understand and use knowledge more effectively in their future professional work.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the following programme objectives:

- Be a generalist in management sciences.
- Know how to use new technologies for communication and management in a business context.
- Global: This course provides students with knowledge related to the design and implementation of creativity and KM methods in different cultural and organisational contexts.
- Responsible: Particularly the dimensions of transparency, empowerment and ethical treatment of employees and fair processes in organisations are covered in the course contents.
- Pioneer: The course covers a range of organisations, where KM systems facilitate innovative and groundbreaking work practices of teams.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

1. Understand the main theoretical concepts of knowledge management for competitive advantage.
2. Define a framework for a knowledge-nurturing corporate environment.
3. Evaluate technology acquisition strategy from the knowledge-based perspective.
4. Assess the knowledge management capability of an organisation.
5. Explore approaches for building a learning organisation for competitive advantage.
6. Demonstrate strategic thinking and apply this to problem solving by identifying and applying feasible approaches to knowledge management.

7. Develop coherent frameworks for the creation, distribution and exploitation of critical knowledge in companies.
8. Evaluate and plan the basic technologies needed to support knowledge processes through internal and external collaboration.
9. Interact effectively with strategic decision-makers involved in knowledge and innovation activities at both senior and middle management levels.

TOPICS COVERED:

- Introduction to knowledge management.
- The nature of knowledge and its role in business.
- Key aspects of knowledge workers.
- Knowledge management and organisational culture.
- Management of knowledge workers.
- The learning organisation and communities of practice.
- Knowledge-based perspective of the firm and strategic competitive advantage.
- Knowledge management and information technologies.
- Knowledge management 2.0 - a new approach?
- Outlook: the future of knowledge management.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbook:

- Thomas H. Davenport (Latest Edition). *Thinking for a Living - How to Get Better Performance and Results from Knowledge Workers*. Boston, MA: Harvard Business School Press.

ACADEMIC AREA	: Supply Chain Management
PROGRAMME(S)	: SEM 1: PGE3/ MSc MAIB/ MSc SCM/ PGTC SEM 2: MSc IMGT
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6 ECTS – M2

PRE-REQUISITE MODULES:

None

MODULE OBJECTIVES:

Understand the role of a supply chain

Understand the main supply chain management concepts

Focus on purchasing and production systems

Understand the difference between push and pull systems and how they work

Understand how to procure components and to select suppliers

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is a basis for all other modules in Supply Chain Management. It offers both overall and detailed views of supply chain management.

The global dimension is a basic characteristic of supply chain management. The module also deals with the emergence of environmental issues in supply chain management.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Understand the different supply chain activities
2. Elaborate and update the production planning by using MRP
3. Elaborate the production plan
4. Calculate the different Kanban parameters and understand how to implement a KanBan system
5. Use AHP in order to select suppliers

TOPICS COVERED:

The course is based around 4 main themes:

- Push and pull systems
- MRP II

- Just in time
- Purchasing and supplier selection

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- Chopra, S. and Meindl, P. (2012) *Supply chain management: Strategy, Planning and Operation*, 5th edition, Upper Saddle River, Pearson Education. **[eBook available]**

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE3 - MSc SCM – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Familiarity with basic notions of probability. MS Excel.

MODULE OBJECTIVES:

This module is valuable for students who would like to pursue a career in consulting or take a position in production or operations management in a manufacturing or distribution firm. The course will examine supply chain management concepts used as a competitive weapon in the business environment. Particularly, this course will focuses on demand forecasting methods, inventory management systems with known and unknown demand and its associated cost. Emphasis will be placed on the application of these concepts to business situations.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The learning objectives of the program that are met through this module are:

- The student learns the fundamental techniques in supply chain.
- The student will able to use quantitative methods and techniques to solve supply chain problems and calculate costs related to the real world business situations.
- The student uses English in a business context

The module interacts with the GRP concept through the global aspect of the supply chain. In fact, this model focus on understanding global supplier capabilities (i.e. inventory management) and the logistics systems that delivers goods to domestic and international markets.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon completion of this course, student should be able to:

1. Identify the factors that affect demand and be able to use a variety of forecasting techniques to estimate future demand.
2. Illustrate the forecasting techniques with the help of MS Office.
3. Explain the role of inventory management across the various functions of the firm and within the broader context of the supply chain.
4. Use quantitative inventory models to make decisions.

5. Discuss how uncertainty impacts inventory systems and describe approaches to making inventory decisions when uncertainty is involved.

TOPICS COVERED:

- Demand Forecasting
- Inventory Management
- Distribution Chain Optimization: case study.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Nahmias, Steven (2013). *Production and Operations Analysis*. (6th edn). New-York: McGraw-Hill/Irwin.
- *Inventory Management and Production Planning and Scheduling*, Third edition, Rein Peterson, David F. Pyke and Edward A. Silver, John Wiley and Sons, 1998.

ACADEMIC AREA	: Supply Chain Management
PROGRAMME(S)	: SEM1: PGE3/ PGTC SEM2: MSc MAIB/ SCM
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6 ECTS – M2

PRE-REQUISITE MODULES:

Students should have a general understanding of business and management practices, including a basic understanding of supply chain and logistics management.

MODULE OBJECTIVES:

Supply chain management is more than a new name for logistics. The supply chain takes in upstream suppliers and downstream distributors and customers. Supply chain management includes the key processes of sourcing, manufacturing, delivering and returning. Therefore, sourcing – or purchasing – is at the heart of supply chain management. In this course we examine the concept, principles and practices of supply chain management, with a particular focus on the role of sourcing and purchasing. In particular, we explore how sustainability and global responsibility affects supply chains.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module links with other modules on the programme where students will also study purchasing and supply chain management. This module focuses in particular on the upstream stages and the link between external suppliers and firms' operations. The module Purchasing Management is complementary to this module and examines more closely purchasing topics such as the purchasing process, purchasing strategy, outsourcing, global sourcing and supplier relationship management.

This module has a strong focus on sustainability within a supply chain context and therefore is closely related to the school value of responsible management. This is an innovative and pioneering approach within supply chain management. We explore global supply chain challenges.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Having completed this course the student is expected to show an ability to:

1. Understand the role of purchasing and sourcing in the supply chain
2. Design different sourcing strategies
3. Evaluate the concepts and methods of supplier assessment and evaluation

4. Explain the role of supplier development in achieving supplier performance improvement
5. Define supply chain management and strategy
6. Evaluate state of the art concepts and principles of supply chain management
7. Apply concepts and techniques of lean and agile supply chains
8. Explain the concept of closed-loop supply chain
9. Explore the concept of service-based supply chains and challenges of buying logistics services
10. Apply supply chain mapping techniques

TOPICS COVERED:

The main areas/topics which will be addressed (The list should cover at least 70% of the module content).

1. Sustainable supply chain management: ethical and environmental challenges
2. Sourcing strategies
3. Supplier assessment and monitoring
4. Supplier development and mentoring
5. Supply chain performance improvement
6. Supply chain strategy
7. Supply chains and supply networks
8. Lean and agile supply chain techniques
9. Closed-loop supply chains
10. Service-based supply chains
11. Supply chain mapping
12. Logistics

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Johnsen, T.E., Howard, M. and Miemczyk, J. (2014) *Purchasing and Supply Chain Management: a Sustainability Perspective*. Routledge. ISBN-10: 0415690870.

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	PGE3 – MSc SCM – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

It will be assumed that students have some knowledge of supply chain management.

MODULE OBJECTIVES:

The purpose of this module is to provide analytical skills for supply chain design and coordination in order to achieve an optimal supply chain outcome. In particular, at the completion of this course, the student should be able to examine the design and performance of supply networks and processes in different business contexts. Students will develop capabilities in logistics, coordination for supply chain integration; risk pooling, procurement, product and process design, and international supply chain management.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The student will be able to use quantitative methods and techniques to solve supply chain problems in real world business situations.

The module addresses all 3 dimensions of the GRP objectives of the school. Efficient coordination of material, information and financial flows along the supply chain is one of the main tasks of supply chain management. Such coordination leads to meeting customer requirements on-time with right quantity at the right place and leads to decrease in costs. The difficulty in achieving such coordination is that most companies today operate in competitive and highly volatile environments. In order to survive under such environments companies are seeking to find efficient and innovating ways of operating. Thus, students as future professionals will be able to implement innovative models for efficient management of supply chains, to optimize and divide supply chain gains among different agents and at the same time be responsible to their customers.

This course will also tackle international issues in supply chain management. To manage effectively such supply chains one should take into account potential risks and advantages involved within international supply chains. Following this course, students will know how to take advantage of trend in globalization in order to increase potential markets, increase sales and profits and finally to achieve the competitive advantage.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

1. Conceptualize supply chain designs, which are aligned with business models for manufacturing and service companies
2. Configure logistics networks and assess their performance impacts on efficiency and service levels
3. Design supply chain contracts for effective governance of supply chain relationships.
4. Evaluate alternate information sharing and lead time compression strategies, and supply chain coordination structures, and their organizational and performance implications.
5. Evaluate strategic alliances for logistics and retailer-supplier relationships, such as vendor managed inventory.
6. Determine when and how a supplier should be integrated into the new product development process.
7. Evaluate the risks and advantages of international supply chains.

TOPICS COVERED:

The main areas/topics which will be addressed (The list should cover at least 70% of the module content).

- Business competition and corporation
- Supply chain network design
- Information sharing
- Contacts

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**Suggested textbook:**

Matching supply with demand Cachon G., Terwiesch C., 2006. C7, C14, C16

ACADEMIC AREA	: HUMAN RESOURCE MANAGEMENT – CSR
PROGRAMME(S)	: PGE3 – MAIB – IHRM – MSc SMEI – MSc IBN – DM Stras.- IM Jan.-PGTC
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6 ECTS - M2

PRE-REQUISITE MODULES:

Students are expected to have a business undergraduate degree and to have a good knowledge of corporate policy and strategy and of management in all its dimensions.

MODULE OBJECTIVES:

This course prepares students to analyse and evaluate critical issues regarding the social, ethical and environmental responsibilities of business, to transfer sustainability-related knowledge and ethical theories to business practice, and to assess the relevance of CSR tools and apply them to specific business needs.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

In order to develop as "GRP" managers, students need to demonstrate critical awareness of corporate social responsibility issues in management.

This module supports learning outcomes related to students being able to:

- Integrate sustainability practices into company management and policies, thus creating sustainable value.
- Manage organizational change and innovation, as building CSR into the company's management often requires significant change.

This module enables students to find responsible solutions to business problems by finding innovative solutions taking into consideration international and interdisciplinary differences.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module students will be able to:

1. Critically evaluate the theoretical and conceptual approaches to CSR.
2. Appraise how a company identifies its stakeholders and manages the relationships with them.
3. Assess the strategic opportunities provided by CSR and sustainability.
4. Apply the concepts of CSR to formulate recommendations at the managerial level.

TOPICS COVERED:

This module is designed to enable students to deal with social and environmental challenges and the related ethical dilemmas. The main subjects covered include:

- Introduction to CSR and sustainability.
- CSR concepts and theories.
- CSR, leadership and governance.
- Stakeholder theory and management.
- The institutional environment of CSR.
- CSR, sustainability and corporate strategy.
- Embedding CSR in management and organization.
- Sustainable banking and socially responsible investment.

METHODS OF ASSESSMENT:

Postgraduate modules:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Crane, Andrew & Matten, Dirk. (latest edition). *Business Ethics*. Oxford, University Press.
- Weiss, Joseph W. (latest edition). *Business Ethics: A Stakeholder and Issues Management Approach*. Thomson Southwestern.



OFFICIAL SYLLABUS

ST512E INTERNATIONAL BUSINESS

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	MAIB - MSc IBN - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessments)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Nothing specific, but a thorough grounding in Business will be necessary.

MODULE OBJECTIVES:

This module focuses on the environmental and contextual factors which shape the way business is conducted in different regions and countries of the world. Special attention is given to cultural, institutional and organizational elements and how these have evolved in modern times and to the geopolitical considerations shaping the modern business world. The course delves also into strategy making for business firms in an international context.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Global Leader: Lectures and examples illustrate the issue of "Global".

Responsible Leader: The course contents include more recent topics emerging from both academia and practitioners.

"Pioneers Leader". Through the case studies selected, the students will be encouraged to think in an innovative way.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Analyze changes in world economic and political systems and their impact upon the world of business,
2. Compare and contrast differences in the approach to conducting business in different cultures and areas of the world,
3. Propose how to adapt to different business environments and ways of doing business,
4. Think critically and appraise the relevance and validity of information in the context of globalization,
5. Demonstrate critical awareness of current issues in international business,
6. Prepare strategic choices in an international context,
7. Apply theory to the solving of problems concerning issues in international business.

TOPICS COVERED:

- Geopolitical evolution and world economic crisis,
- Globalization and the evolution of world systems – economic, political, cultural and ideological systems and how they are interrelated,
- The core-periphery model; North-South relations; ‘One World; the ‘end of history’?
- Supranational organizations (IMF, WTO, World Bank etc); World trade and trading blocs; protectionism versus free trade,
- The business environment and business culture in the main regions of the world – Europe, North America, Latin America, S.Asia, the Far East...
- Making strategic decisions and managing in an international context.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**■ Recommended Textbook:**

- Bartlett C.A., Ghoshal M., Beamish P.W. (Latest Edition) *Transnational Management: text, cases and readings in Cross-Border Management*, McGraw-Hill.
- Daniels, J.D. and Radebaugh, L. H. and Sullivan, D. P. (Latest Edition), *International Business Environments and Operations*, Pearson Education.

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (Class preparation, homework and assessment)
CREDITS:	3 ECTS

PRE-REQUISITE MODULES: no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tf1.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG002N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE: None

LEARNING OBJECTIVES:

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES:

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION:

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME: not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY:

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY:

General information about France:

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imagnet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English:

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French:

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee_[0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Spring Semester

SESSIONS	TOPICS
1	Introduction
2	France since 1945
3	Health and social policies
4	Assets and limits of the welfare state
5	Young people in the job market
6	Towards a new work culture
7	French families
8	The European commitment
9	Analysis of some recent events
10	Conclusion – Cheese tasting

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE 3 - MAIB – MSc. IF - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

A good understanding of corporate finance notably the financial instruments, FI443E (Corporate Finance or equivalent), and more importantly knowledge of pricing methods, FI506E.

MODULE OBJECTIVES:

In today's world, sophisticated vehicles are being created by firms and financial institutions worldwide to limit risk on their financial instruments, commodities or assets. Financial engineering is, in essence, the phenomenon of product/process innovation in the financial industries. Students will be confronted to securities innovation, innovative financial processes, and creative solutions to corporate finance problems.

All these innovations are implemented using a few basic techniques. This module will allow students to understand the scope and depth of the derivative markets in terms of risk management, agency and issuance cost reduction, regulation compliance but also how such assets are managed internally by the financial institutions. Options, futures, swaps and structured instruments will be seen and practical application learned. This module will also allow students to familiarize themselves with trading opportunities in those same instruments. To do so, students will have a tutorial in VBA and an initiation to programming in order to build their own trading tools.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is a specialisation module, compulsory for students in the MSc IF (International Finance) and for PGE3 students majoring in Finance. It is an elective module in the MAIB programme and is also opened to exchange postgraduate students. It is aimed at students who will use derivative products in their future work as financial experts, either for hedging and/or for trading purposes.

This module meets the following general objectives:

- Increasing analytical skills in financial market and derivative products.
- Equip the student with tools and concepts needed to adapt to rapidly changing financial environments
- Provide the student with basic knowledge in programming notably in VBA.

This course is centered on the investment banking and asset management industries in a world which is getting smaller and smaller and more inter-active as ever but also with a constant evolution of the products issued and proposed by banks and used to finance the world economy. This course is also determining to understand the mechanism of leverage in financial markets and the role played by derivatives in the development of our more and more globalized economies.

In view of the numerous financial crisis, the course will study the problems that aroused from those crisis and how they could have been averted **responsibly**, in that making our students **pioneers** in this field.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, students will be able to:

1. Understand in detail the behaviour of derivatives and their role in structuration business
2. To manage a portfolio of derivatives such as options and futures
3. Develop a basic program in VBA notably for portfolio management, stress testing and option pricing
4. Detect and understand the risks associated to derivatives portfolios
5. Understand and analyse financial markets behaviour in particular equities, currencies, interest rates, commodities and hedge funds
6. Have a better understanding of investment banks and hedge funds businesses

TOPICS COVERED:

Derivatives products	CDOs
Options pricing and management	Credit Default Swaps
Futures pricing and management	Total Return Swaps
Swaps	Hedge funds
ABS/Mortgage backed-securities	VBA

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbooks):

- HULL J. C. (2014), *OPTIONS, FUTURES, AND OTHER DERIVATIVES*, 9TH EDITION, PRENTICE HALL.
- O'Kane, D. (2008), *Modelling Single-name and Multi-name Credit Derivatives*, 1st Edition, Wiley Finance.
- CORB H. (2012), *INTEREST RATE SWAPS AND OTHER DERIVATIVES*, COLUMBIA BUSINESS SCHOOL PUBLISHING.
- Fabozzi F. (2006), *The Handbook of Mortgage-Backed Securities*, 6th Edition, McGraw-Hill.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE3 – MSc IF – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Basic corporate finance is required (FI403E, FI443E, FI502 or equivalent).

MODULE OBJECTIVES:

With today's globalization and the internationalization of firms and governments, financial managers are confronted with how to optimally fund their short-term, long-term needs and/or how and when to invest their surpluses.

This module aims at providing those students specialising in Finance with major techniques used in raising capital in an international environment but also how to build an optimal capital structure from short to long term horizons. It is also designed to train students about some of the most common money market and capital market instruments in use in financial centres all over the world. The course eventually explains crucial theoretical concepts and applied techniques to optimize the liabilities structure of a company taking into account environment constraints. The module is structured to give the attendees a complete perspective on the financial instruments used from theory to application.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is a specialisation module, compulsory for students in the MSc IF (International Finance) and for PGE3 students majoring in Finance. It is an elective module in the MAIB programme and is also opened to exchange postgraduate students.

The module meets the following general objectives:

- Presentation and application of concepts and theory regarding short to long term corporate financing
- Develop analytical and critical skills for future innovation in the management of small to large companies balance sheet
- Take into account the multidimensional nature of issues encountered in the optimisation of the capital structure from short to long term horizon.
- Increase understanding of organisations and the external environment in which international business operates
- Equip the student with tools and concepts needed to adapt to rapidly changing financial environment

This course is centered on qualitative and quantitative aspects of corporate finance in a world where financing vehicles keep evolving into more and more complex contracts.

Playing a central role in business management, liabilities with external investors may also weaken a company especially during activity slowdown but also much less seldom liquidity crisis. This course aims at providing students with theoretical background and applied exercises allowing them to pioneer new capital structures for building more flexible and resilient companies.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, students will be able to:

1. Understand the short to long term dynamics underlying corporations' capital structure and the resulting interactions.
2. Analyse the funding/investing needs of corporations in a world getting more and more sophisticated
3. Apply learning about the instruments available to the financial manager to meet their needs.
4. Identify short/long term funding opportunities as well as their implied contractual engagements with the external investors
5. Maximize the value of the firm taking into account shareholders and debtholders expectations.

TOPICS COVERED:

1. In-depth understanding of the working capital and the cash management
2. Understanding of short term and long term financing instruments
3. Equity vs debt
4. ABL
5. Hybrids
6. Optimal capital structure (Modigliani Miller theory, Trade-off theory and introduction to structural models)

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbooks) :

- 1/ Berk, J. & DeMarzo, P. (2013) *Corporate Finance*, 3rd edition, Pearson.
- 2/ Ross, Stephen A., Randolph Westerfield, and Bradford D. Jordan. *Fundamentals of corporate finance*. Tata McGraw-Hill Education, 2008.
- 3/ Damodaran, Aswath. *Applied corporate finance*. John Wiley & Sons, 2010.
- 4/ irole, Jean *The theory of corporate finance*. Princeton University Press.2010

ACADEMIC AREA	: FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME	: PGE3 (Bq) - PGE3 (Maj.1B) – MSc IAMCA – Msc IF - MAIB - PGTC
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework & assessment)
CREDITS	: 6 ECTS – M2

PRE-REQUISITES MODULES:

A strong background in financial accounting, corporate finance and intermediary accounting including IAS/IFRS (FI403E and FI443E or equivalent).

MODULE OBJECTIVES:

The main objective of this module is to develop students' analytical skills and critical assessment of consolidated financial statements, and/or integrated annual reports in an international environment.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

The module builds upon prior accounting and finance knowledge and is designed to develop students' capacity to reflect upon and critically analyze issues relating to financial strategy within the firm. The teaching/learning methods used will develop students' abilities to work in team and encourage the development of communication skills. It thus provides an interdisciplinary perspective in this area of management.

In the financial world, CSR is primarily viewed through the financial reporting to shareholders before other stakeholders' interests are considered. In addition to the traditional financial statements analysis, the module addresses non-financial measures of performance, such as:

- The risk management and business ethics issues,
- The balanced corporate governance issues,
- The environmental, social and gender (ESG) issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs'):

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

1. Explain the difference between financial statements prepared under IFRS and those produced under local GAAP.
2. Discuss the major issues related to the analysis of consolidated financial statements.
3. Analyze financial statements prepared under IFRS standards and evaluate earnings quality of financial reports.
4. Analyze consolidated financial statements and extract information useful in making financial decisions or assessments about groups.

5. Apply financial analysis methods and tools to measure segments performance and industry benchmarks, and to analyze how currency fluctuations affect financial results.

TOPICS COVERED:

This module focuses on the interpretation of companies' accounts.

- Examine financial statements prepared under IFRS standards, and the additional information that are included into a local statutory accounting system to achieve the disclosure requirements.
 - Financial reporting and financial statements analysis:
 - Differences between US GAAP and IFRS
 - Group financial statements
 - Goodwill
- The impact of different sets of accounting standards on financial statement analysis.
 - Horizontal and vertical analysis
 - Ratios analysis
 - Dupont system
 - Bankruptcy prediction
- Analysis of consolidated financial statements:
 - Consolidated statement of shareholders' equity
 - Consolidated income statement analysis
 - Consolidated balance sheet analysis
 - Consolidated cash flow statement analysis
 - Additional disclosures required in the notes to the financial statements
- Return analysis
 - Operating profitability
 - Financial profitability
 - Wealth creation analysis
 - Financial forecasting, valuation and business strategy
 - Accounting methods impacts

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook):

Thomas R. Robinson, Elaine Henry, Wendy L. Pirie and Michael A. Broihahn (2015). *International Financial Statement Analysis*. (3rd edn). CFA Institute, Wiley.

ACADEMIC AREA	: FINANCE, ACCOUNTING AND ECONOMICS
PROGRAMME(S)	: PGE3 - MAIB - PGTC
CONTACT HOURS	: 27 hours (Seminars)
STUDY TIME	: 120 hours (Class preparation, homework & assessment)
CREDITS	: 6 ECTS - M2

PRE-REQUISITE MODULES:

This module is a master level module and is intended to students having followed introductory modules in corporate finance and financial analysis. It therefore is assumed that the students have a prior knowledge of risk analysis, finance structuring and investment strategies.

MODULE OBJECTIVES:

The aim of this module is to give students the opportunity to examine the key principles and techniques of successful Mergers and Acquisitions (M&A) transactions and the concepts of companies' valuation. The module focuses on methods used to appraise a firm, in the context of mergers and acquisitions, raising capital procedures (such as private equity) or transmission of a firm.

It addresses crucial questions such as: How does one value acquiring companies, or being acquired? What are the methods of payment of acquisitions? How different valuation implications affect potential deal structure? What are the driving forces behind the winning M&A strategies? What are the exit alternatives in private equity transactions?

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module common to PGE3 and MAIB programmes is designed to develop students' analytical and critical skills in corporate strategy, corporate finance and financial management dealing with the mergers, acquisitions or divestitures of companies, listed or non-listed on a stock exchange. The teaching/learning methods used will develop students' abilities to work in team and encourage the development of communication skills. It thus provides an interdisciplinary perspective in this area of management.

A growing demand for non-financial and integrated reporting to stakeholders had strong implications in the preparation of the financial statements and, therefore, on the valuation of companies. Indeed, the concept of shared value creation assesses not only the business activity itself but also examines how the company operates its business in order to fully meet its corporate social responsibility.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this module, students should be able to:

1. Critically assess the main financial issues in M&A.
2. Analyze the basic steps of M&A.
3. Analyze the most common forms of corporate restructuring (M&A and LBO), as well as assess their different costs and benefits.
4. Assess the potential gains from an acquisition (operational and control synergies).
5. Select and use the appropriate method to raise private funding or to transmit a company.
6. Be comfortable with the Trading Room and the use of Bloomberg to find the data about M&A and private equity transactions.
7. Work in small groups and make tutorial presentations

TOPICS COVERED:

Sources of corporate financing and methods used to assess the costs of funding.

Most common methods used to appraise a firm (sum of the parts, discounted cash-flows, multiple).

The different phases of the M&A process.

The different ways to raise private funds (private equity) and to transmit or purchase a company by a Leverage Buy Out operation.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbooks) :

M&A:

Gaughan, P. (2010) *Mergers, acquisitions and corporate restructurings*. (5th edn). Hoboken, John Wiley & Sons.

Depamphilis, D. (2013) *Mergers acquisitions and other restructuring activities*. (7th edn). Academic Press. .

Private Equity:

Talmor, E. and Vasvari, F. (2011) *International Private Equity*. John Wiley & Sons. .

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE 3 – MAIB – IAMCA - PGTC
CONTACT HOURS	:	27 hours (9 x 3 hours)
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

An intermediate management accounting course (AC514E or equivalent)

MODULE OBJECTIVES:

The module focuses upon management control systems, in particular the design and implementation of management systems that are used to plan and control a company's performance.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This second semester module is part of the MSc. IAMCA and a MAIB elective. It builds upon prior management accounting work and is designed to develop students' capacity to reflect upon and critically analyse issues relating to strategy implementation. The module builds upon concepts drawn from strategy, organisational behaviour, human resources and management accounting; it thus provides an interdisciplinary perspective on this area of management.

Cases used on the course are chosen so as to provide an international context.

The teaching/learning methods used helps students to develop communication skills and the ability to work in teams

This module contributes mainly to the global dimension, and to a lesser extent to the responsible and pioneering dimensions, by:

- Introducing students to accounting as the universal language of business;
- Being grounded in conceptual foundations flexible enough to be adapted to a variety of business and multicultural contexts;
- Inducing students to take a future-oriented, forward-looking perspective;
- Providing tools of measurement of behavior and performance as a necessary prerequisite to implementing a responsible strategy in organizations

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse and evaluate the essential elements of a control system and the activities which constitute the management control process;

2. Outline the characteristics of organisations and their strategies which affect the management control process;
3. Analyse the nature and operation of different types of responsibility centres;
4. Choose and apply an appropriate set of transfer prices for a profit center organization;
5. Assess the several stages of the strategic planning process and critically discuss the process of budget preparation together with its behavioural implications;
6. Analyse and evaluate the use of various performance measurement systems and their involvement in formulating and implementing strategy,
7. Evaluate various incentive compensation systems;
8. Apply the acquired knowledge on management control systems to real world decision situations depicted in cases and control vignettes.

TOPICS COVERED:

1. The nature of management control systems; management control environment, different types of control
2. Responsibility centres (revenue centres, expense centres, profit centres)
3. Investment responsibility centres; EVA and ROI
4. Transfer pricing
5. The planning process: strategic and operational (budgeting)
6. Performance measurement: financial performance reports
7. Performance measurement systems
8. Incentives and compensation systems Concerns of regulators
9. The contingent design of management control systems (uncertainty, multinationality, strategy)

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

Anthony, R. N. and Govindarajan, V. (Latest Edition) *Management Control Systems* McGraw-Hill.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE 3 – MAIB –IAMCA - PGTC
CONTACT HOURS	:	27 hours (9 x 3 hours)
STUDY TIME	:	120 hours
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Financial and Managerial Accounting (AC518E) and Advanced Accounting - Consolidation (AC515E).

MODULE OBJECTIVES:

The module aims at developing the students' understanding and critical awareness of some key international financial reporting standards (IFRS) which are used to prepare annual and consolidated financial statements. The module does not cover all IFRS but students are expected to show they master the application of the IFRS considered in the module.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

- Develop analytical and critical skills in the field of international financial reporting
- Equip students with tools and concepts which are needed to better appraise the financial situation of companies they will work with or for
- Develop understanding of the application of IFRS to a variety of accounting transactions and events

The financial aspect of CSR is primarily viewed through the financial reporting to shareholders then to other stakeholders. Since 2002, most of the regulators all over the world adopted tight regulations and/or recommended strong practices in the preparation of financial statements not merely limited to the basic version. The module addresses the growing demand for non-financial and integrated reporting with its ramifications to or implications for the independent accounting firms and the global accountancy profession.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Select the appropriate IFRS to be used for the recognition, measurement and disclosure of key accounting transactions and events in IFRS annual and consolidated financial statements.
2. Assess the path of recent developments in the construction of such standards, especially for SMEs'.
3. Evaluate the application of IFRS to a variety of accounting transactions and events.
4. Critically appraise the impact of the application of IFRS upon financial statements prepared according to those standards.

TOPICS COVERED:

- Complete coverage of the accounting standards,
- Consolidated financial statements under IFRS,
- Reporting financial performance and financial instruments,
- Analysis of special accounting issues.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook):

Melville, Alan (2013) *International Financial Reporting: A Practical Guide*, 4th edition, Pearson Higher Education. **(eBook available)**

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE3-PGTC-MAIB-Msc IM
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

Marketing, Marketing Management or other equivalent course at Postgraduate Level. Students are required to have an understanding of Marketing and the Promotional Mix.

MODULE OBJECTIVES:

Effective communications are an ever-present reality for 21st century businesses. The course examines the formulation and implementation of marketing communications both in respect of companies as well as other groups such as governments (national or local) hospitals, associations, cooperatives and other institutions. The course presents a conceptual framework that is applied and tested through the analysis of cases, real strategic problems and projects.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Business Expert: This module is designed to build upon established foundations in marketing and promotion, and to help students develop the necessary understanding and skills to implement integrated marketing communications as and when required by organisations. The module helps diversify the school's course portfolio while simultaneously building and strengthening the marketing modules offered via the latest developments in the field.

Generalist: The module contributes to fulfil the following M.A.I.B and MSc in I.M programme

- Develop a range of advanced analytical skills and knowledge of business so as to prepare for a career in international business and management at an executive level,
- Develop a capacity for applying these in a variety of contexts and situations, particularly of a multicultural and international nature,
- Develop analytical skills and a critical ability commensurate with a postgraduate level of study,
- Take account of the multidimensional nature of issues encountered in business,
- Equip students with the tools and concepts needed to adapt to a rapidly changing environment,
- Learn how to work in a team and develop the techniques of team-building.

Global: The module clearly links to marketing communications practice in a global context and emphasizes the responsible nature of such practice. Theoretical constructs (i.e. CPM, ELM, etc) are also used in practice

by advertising and other agencies. Therefore the emphasis is placed upon globally responsive (i.e. marketing oriented communications).

MODULE INTENDED LEARNING OUTCOMES (ILOs):

At the conclusion of the module students should have the ability to:

1. Evaluate the rationale behind the emergence and growth of the practice of integrated marketing communications as the key communications development at the end of the twentieth century,
2. Be able to analyze and evaluate the main consumer-based models relating to effective communications practice,
3. Apply analytical and problem solving skills to issues in integrated marketing communications and associated behavioral foundations.
4. Understand the concept of the promotion/communication mix and differences with the marketing mix,
5. Understand the emergence and rationale for integrated marketing communications,
6. Evaluate recent developments in this field, including the advantages and disadvantages of new technologies.
7. Demonstrate a theoretical and practical knowledge and understanding of communication strategies and be able to take into account cultural and other international imperative,
8. Appreciate the requirements for effectiveness in communication strategy through an understanding of the strategic areas of marketing communications as they apply in organisations. To achieve this, the development of inter and extra organizational relationships in strategy evaluation and development must be emphasized.

The aims and learning outcomes will be accomplished by progression through the module and demonstrated by formal assessment and by in-class activities. Further details of the assignments will be given in class.

TOPICS COVERED:

The main themes are:

- How Marketing Communications Works: Behavioural Foundations,
- Integrated Marketing Communications,
- Module review.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Schultz, D.E and Kitchen, P.J. (Latest Edition) *Communicating Globally: An Integrated Marketing Approach*, Basingstoke: Palgrave-Macmillan.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE3 - PGTC - MAIB - MSc IM
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Marketing Fundamentals.

MODULE OBJECTIVES:

This module will explore the concept of customer experience management by critically exploring conceptual frameworks for understanding, measuring and managing it. Existing theories will be integrated to develop a holistic and managerially useful understanding of customer experience management.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the students' learning in accordance with the following programme objectives:

- To increase understanding of administration and management inherent in the training of all managers working in the services sector,
- Develop a range of advanced skills and knowledge of business and management so as to prepare him/her for a career as manager in international executive level,
- Develop an overview of business operations so as to be able to decide upon, and contribute to, the strategy of a company or organisation,
- Develop analytical skills and a critical ability commensurate with a postgraduate level of study. It should help develop understanding and know-how that are specific to the services sectors and in particular:
- Develop a capacity for applying these in specific contexts and situations, particularly of a multicultural and international nature,
- Increase understanding of organisations specifically the environment of service organisations,
- Increase understanding of these organisations in the international context,
- Equip students with the tools and concepts needed to adapt to the rapidly changing environment of the services sectors,
- Learn how to work in a team and develop the techniques of team-building,
- Develop attitudes appropriate to working in modern organisations, including awareness of commercial demands and the need for flexibility.

This module takes a global perspective by recognising cultural differences and their effects on customer experience and consumption. Responsibility and ethics are emphasized throughout the module, particularly in relation to trust in service providers' brands and service processes. "Pioneer" is reflected in the emphasis given to developing Customer Experience Management (CEM) so that services are more efficiently delivered by providers and more effective in meeting the needs of consumers.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Critically assess the role of customer experience within the context of a service based economy.
2. Critically assess the bases on which the concept of "customer experience" is constructed in consumers' minds.
3. Take a holistic view of theories underpinning the construct of customer experience, including buyer behaviour, perceptual processes, service quality and economic theories.
4. Develop managerially appropriate methods for measuring customer experience.
5. Analyse experiential aspects of specific services and to identify cost effective methods for improvement.
6. Critically evaluate strategies for implementing Customer Experience Management (CEM).
7. Be able to recommend a design brief for improving Customer Experience Management (CEM) in a specific context.

TOPICS COVERED:

- Introduction to the service economy and its impact on Customer Experience Management (CEM).
- The service experience.
- Industrialising the service experience.
- Service Quality, satisfaction measurement, consumer experience evaluation.
- Designing accessibility into the service experience.
- Managing Demand and Capacity for Services.
- Developing relationships with customers.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Palmer, Adrian (2014). *Principles of services marketing*. (7th edition). McGraw-Hill.
Or
- Palmer, Adrian (2011). *Principles of services marketing*. (6th edition). McGraw-Hill.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	MAIB - MSc IM - MSc IBN - PGE3 (major 3B) - PGE3 (IT) - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Marketing Fundamentals or International Marketing (MK301N/MK302E, MK512E or equivalent).

MODULE OBJECTIVES:

This module examines the formulation and implementation of marketing strategy for any client when not acting as a private individual, who buys and sells products and services for an organisation. The module presents a conceptual framework that is applied and tested through the analysis of cases, real strategic problems and projects.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is a required module for PGE and MSc students specialising in International Marketing or International Business Negotiation since most international negotiations are B to B negotiations.

The module contributes to fulfil the programmes following objectives:

- Develop a range of advanced analytical skills and knowledge of business so as to prepare for a career in international business and management at an executive level,
- Develop a capacity for applying these in a variety of contexts and situations, particularly of a multicultural and international nature,
- Develop analytical skills and a critical ability commensurate with a postgraduate level of study,
- Take account of the multidimensional nature of issues encountered in business,
- Equip students with the tools and concepts needed to adapt to a rapidly changing environment,
- Learn how to work in a team and develop the techniques of team-building.

This module takes an international perspective by examining B2B marketing issues in organizations around the globe. Responsibility is recognized as fundamental to managing relationships in international business markets. Students are expected to take a pioneering approach to analyzing B2B markets and developing strategies that are responsible and sustainable.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this module the students will be able to:

1. Demonstrate a coherent and detailed knowledge of B2B marketing concepts and models.
2. Accurately deploy established techniques for analysis of factors that affect value creation in business markets.
3. Evaluate the recent developments in the field of B2B marketing with special attention directed at new technological applications.
4. Describe and comment upon current research in the field of B2B marketing.
5. Demonstrate an ability to identify critical components in value-chains that affect companies' competitive positions in business markets.
6. Appreciate the information requirements for strategy development in B2B markets.
7. Manage own learning in connection to project work.

TOPICS COVERED:

- Business-to-Business Markets and Marketing,
- Buyer Behaviour,
- Inter-Firm Relationships and Networks,
- Business-to-Business Marketing Strategy,
- Researching Business-to-Business Markets,
- Business Market Segmentation,
- Market Communication,
- Relationship Communication,
- Relationship Portfolios and Key Account Management,
- Managing Product Offerings,
- Routes to Market,
- Price-Setting in Business-to-Business Markets.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Brennan, R. and Canning, L. and McDowell, R., (Latest Edition) *Business-to-Business Marketing*, Sage.



**OFFICIAL SYLLABUS
ST532E
MARKETING INTELLIGENCE
AND
PRICING STRATEGY**

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	PGE3-PGTC-M.A.I.B-MSc IM
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

“ST401E - Strategic Management Fundamentals”, “MK301N-Fondamentaux du Marketing I” and “MK302E-Marketing Fundamentals II” N or equivalent.

MODULE OBJECTIVES:

The purpose of this module is to introduce strategic and tactical pricing issues and identifying profit-boosting changes in pricing practices. The module provides the basis for effective pricing decisions by covering key economic, analytical and behavioural concepts associated with costs, customer behaviour and competition. The module introduces students to advanced pricing techniques that aim to create additional value, including dynamic pricing, segmented pricing, pricing structures and promotions.

The module presents concepts of Marketing, Competitive and Strategic Intelligence. The module provides an overview of data gathering techniques associated with surveys, panels, focus group interviews, open secondary data sources and mystery shopping and shadow teams. The module highlights the competitive profile matrix (CPM) and design of Marketing Intelligence systems.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the master level program by:

- Applying management knowledge and skills, tools and methods in a variety of business contexts and situation.
- Providing methods and concepts for analysis of rapidly changing environments.
- Increasing the students' analytical skills commensurate with a postgraduate level of studies.
- Increasing the students' understanding of decision-making challenges in general and more specifically those that marketing managers are facing.

Global: this module contributes to help students to master the data collection methods to deepen their understanding of consumers' cultures. It also helps students to make international pricing, taking into consideration influence factors in the perspective of the internationalization of businesses.

Responsible: students learn how to use consumers' data in the most ethical way, avoiding misuse of private information. The group assignments also lead them to take the responsibility of an efficient group management and the achievement of goals.

Pioneer: students are asked to use relevant market data to determine innovative offers and pricing strategies aiming at improving and developing businesses on a global scale.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Compare how pricing policies should be set with what happens in the real world.
2. Describe how pricing strategy change with the various levels of competition, product lines, over customer segments, and lifecycle.
3. Decide when and why to raise or lower prices.
4. Describe the differences between marketing intelligence and market research with respect to components and approaches.
5. Define recent developments in the fields of marketing and competitive intelligence.
6. Assess the advantages and disadvantages of new technologies with regard to intelligence activities in companies.
7. Describe theoretical models applied in marketing and competitive intelligence.
8. Evaluate and market using longitudinal data.

TOPICS COVERED:

Pricing:

- 3C's of pricing - customer value, competitors' prices, and costs: how costs, competition, and customer values influence the prices that companies set for their goods and services.
- Concepts of dynamic pricing, segmented pricing, pricing structures and promotions.
- Impact of customer values on segmentation decisions, which in turn affect the benefits they seek and the price they are willing to pay.

Marketing Intelligence:

- Differences between Marketing Intelligence and Market Research and identification of areas where intelligence plays a central role in decision-making.
- Recent developments in the field of Marketing Intelligence, including the advantages and disadvantages of new technologies.
- Different intelligence approaches of companies in consumer and B2B markets. Attention is directed at learning how to utilize open intelligence sources provided by organisations and governmental institutions.
- Professional (organizational or group) gathering, analysis and communication of intelligence.
- Requirements for effectiveness of intelligence systems for strategic decision-making.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**■ Suggested Textbook:**

- Nagle, T. and Hogan, J. and Zale, J. (2013). *The Strategy and Tactics of Pricing*. (5th edn). Pearson Education.

ACADEMIC AREA	: Supply Chain Management
PROGRAMMES	: PGE3 - PGTC - MSc. MAIB - DMC
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessment)
CREDITS	: 6 ECTS – M2

PRE-REQUISITE MODULES:

Fundamentals of Digital and Database Marketing

MODULE OBJECTIVES:

The main objective of this module is to introduce students to the concept of user needs and online user experience. Understanding these concepts is central to designing a successful user interface for websites. Understanding the main elements of user experience enables to outline the functional specifications and content requirements. Equally important to developing a successful online user experience, is the requirement for a framework for measuring the impact or performance of a website and hence important to learn web analytics. Web Analytics provides specific recommendations for creating an actionable strategy, applying analytical techniques correctly, solving challenges such as measuring social media and multichannel campaigns, achieving optimal success by leveraging experimentation, and employing tactics for truly listening to your customers.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

As internet is a major provider of consumer data, studying Digital marketing would be incomplete without understanding user needs which is a pre-requisite for developing online user experience, and hence for user design of websites. This module provides fundamental insights into elements of User Experience and explains User-Centered Design for the Web. This module therefore, is part of the Master program in Digital Marketing.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Understand User Experience and Why it matters.
2. Understand the main elements of User Experience.
3. Develop Site Objectives and Identify User Needs.
4. Outline functional Specifications and Content Requirements.
5. Develop the structure plane (interaction design) and the Skeleton Plane (Interface design).
6. Understand and ability to use Critical Web Metrics.
7. Appreciate Actionable Outcome KPIs, measuring micro and macro Conversions.
8. Competitive Intelligence Analysis, and Emerging Analytics.

TOPICS COVERED:

In this module the following themes will be dealt with:

- User experience and the web.
- Elements of User Experience.
- User segmentation, Usability and User Research.
- Scope, Functionality and Content, Prioritizing Requirements.
- Interaction Design and Information Architecture.
- Interface Design, Navigation Design, and Information Design.
- Critical Web Metrics (Web Analytics 2.0).
- Website Traffic Analysis, Search and Keyword Analysis.
- Measuring the New Social Web, Mobile Customer Experiences, Success of Blogs, Impact of Twitter.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- **Felke-Morris, T. (2015)** *Web development and design foundations with HTML5*. (7th edn). Boston : Pearson.
- **Kaushik, A. (2010)** *Web Analytics 2.0*, Eyrolles. (*) **(eBook available)**

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	MAIB - MSc DMC - PGE3 (Major 4A) - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Students who take this module must have the curiosity and interest in developing new business proposition of online marketing communication strategy. They must have the desire of contributing to the digital marketing and communication industry. They should have an overall knowledge of economy, culture and technology.

MODULE OBJECTIVES:

This module aims to provide students with the skills and knowledge necessary to practically manage an online marketing communication strategy. They would develop a multi modal approach of online marketing communication methodology; understand challenges linked to specific mode of communication and develop specific tools to respond user satisfaction. The module provides practical skills to manage online marketing communication through exercises and case studies.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Studying digital marketing is incomplete without learning online marketing communication. This module addresses the concepts of marketing communication in a digital environment and is to provide students with insights into the most popular online marketing communication practices. This module therefore, is part of the Master programs specialised in Digital Marketing and Communication.

Global: international students will work on a team project using an international company of their choice.

Responsible: we observe an ever growing place and role in the ethical process underlying the GRP values. Offline as Online Marketing Communication (MarCom) is at the forefront of ethics.

Pioneer: from theory to practice, students will be able to link MarCom best Practices with the chosen company's MarCom Strategic Plan.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Understand a business, its market space and its capacity of development through online marketing communication;

2. Identify new business development opportunities in online marketing communication for specific business verticals;
3. Conduct qualitative and quantitative design research to design effective online and offline strategy;
4. Evaluate concepts and proposition using decision making tools;
5. Design business ecosystem of an online marketing strategy including online and off-line channels;
6. Create a design concept using prototyping tools;
7. Understand the changing environment for online and offline marketing communication strategy.

TOPICS COVERED:

In this module the following themes will be dealt with:

- Business environment of online and offline marketing communication.
- Identifying opportunities and threats arising from technological, social and economic evolution.
- Situation analysis, strategic goal setting, strategy formulation and implementation.
- Delivering online marketing communication experience.
- Dealing with off line marketing communication medium to optimize the online efforts.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Smith, P. R. and Zook, Z. ; Taylor, J. (2011). *Marketing communications : Integrating offline and online with social media*. (Latest edition). London : Kogan Page.
- Pickton, D.W. and Broderick, A. (2005). *Integrated marketing communications* (2nd edition). Financial Times - Prentice Hall. (E-book available).

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	PGE 3 –IHRM – MAIB
CONTACT HOURS/FORMAT	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES: HR 506E (International Human Resource Management 1) or equivalent.

MODULE OBJECTIVES:

This module is the continuation of the International Human Resource Management I class. Using the tools of analysis developed in HR506, students will now focus more specifically on how to adapt various human resource management functions in an international context. The course will also introduce labour relations contexts in North and South America, Europe, Asia, Africa. The focus of this course is on the globalization of the HRM function and the challenges posed in complex international management situations.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module contributes to the following programme aims:

1. Making an immediate and effective contribution to the HR function within an international organization
2. Knowing why and how HR contributes to the strategic development of an international organization and demonstrating the potential to contribute personally to such development

Links with the school GRP objective (global responsible pioneer)

This module teaches students about labour contexts around the world and human resource practices from an international and cross-cultural perspective. Students will consider how to adapt best practices in order to create efficient, strategic and sustainable HR systems anywhere in the world.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse HRM practices in North America, Europe, Asia, Africa and South America
2. Develop a plan to advise firms on key HRM issues in international operations
3. Make recommendations concerning HRM's role with respect to labour relations and ethics
4. Evaluate the major differences between different national and international HR systems
5. Assess the impact of legislation and labour relations on HRM in different national contexts

TOPICS COVERED:

1. Internationalization of HRM processes
2. International employee relations
3. International assignments
4. IHRM strategies and employee relations in:
 - a. IHRM strategies and employee relations in North America the USA and Canada
 - b. IHRM strategies and employee relations in Britain and continental Europe
 - c. IHRM strategies and employee relations in the Asia Pacific Rim
 - d. IHRM strategies and employee relations in Africa and South America

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

Briscoe, D.R., Schuler, R.S. and Tarique, I. (2012). *International human resource management: Policies and Practices for Multinational Enterprises*. (4th edn). Routledge. **(eBook available)**.

Bamber G., Landsbury R., & Wales N. (2011), *International and Comparative Employment Relations; Globalization and Change*, Sage, London.

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	PGE3 – MAIB - PGTC
CONTACT HOURS	:	27 hours (Seminars)
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULE: None

MODULE OBJECTIVES:

Organizations that want to accomplish mission critical work and drive significant change are increasingly relying on teams—standing teams, special project teams, task forces, cross-functional groups, and virtual teams. Positive performance is achieved through a balance of consensus and direction, individual coaching and team building skills, process and results.

This course focuses on studies of social psychological processes in groups and develops enhanced insight into personal actions in groups enabling understand of oneself and one's relations with others.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The aim of the MSc. is to give students an overall practical and theoretical vision of the international business environment in order to accelerate progress in their careers. The aim of the module is to give students an overall practical and structural understanding of team dynamics. The goal is also to learn the key elements of how to succeed as a team leader.

Links with the school grp objective (global responsible pioneer)

The aim of this module is to give students an overall practical and theoretical vision of the international business environment in order to accelerate progress in their careers. Another aim of the module is to give students an overall practical and structural understanding of team dynamics. The goal is also to learn the key elements of how to succeed as a team leader and as a globally responsible pioneer.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

At the end of the class students should know how to:

1. Evaluate the structure of a team, team frameworks, set common goals and values
2. Critically analyze behaviors that positively impact team results
3. Create the building blocks of high performance teams
4. Break down barriers and resolve dilemmas that, left unaddressed, derail team leaders
5. Determine strategies to enhance the team capabilities that you need the most to maximize your team's success

TOPICS COVERED:

- Input-Process-Output model
- Designing a team
- Communication
- Trust
- Creativity
- Team Performance Criteria

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Thompson, L. P. (2013), *Making the Team: A Guide for Managers* (4th Edn), Prentice Hall.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE3 – PGTC – MAIB
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Basic corporate finance and accounting (FI443E or equivalent).

MODULE OBJECTIVES:

This module is designed to introduce students to the most common money market and capital market instruments used in financial centres throughout the world. The module is structured to give the user a complete perspective on these instruments, from theory to application.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is common to the PGE3, PGTC, MAIB students. It is essential for these students who wish to specialize their learning in the field of finance as a career path.

This module aims at providing students with major techniques used in raising capital in an international environment

This module meets the following objectives:

- Application of concepts and theory to practice
- Develops analytical and critical skills
- Takes account of the multidimensional nature of issues encountered in business.
- Increases understanding of organisations and the external environment in which international business operates.
- Equips the student with tools and concepts needed to adapt to rapidly changing environments.

This module will center on the **global** aspect of finance in a world which is getting smaller and smaller and more interactive as ever.

In view of the numerous financial crisis, the module will study the problems that aroused from those crisis and how they could have been averted **responsibly**, in that making our students **pioneers** in this field

MODULE INTENDED LEARNING OUTCOMES (ILOs):

At the end of the module, the student will be able to:

1. Identify business opportunities

2. Explain how to grow & expand a start up
3. Understand the different funding tools of a start up
4. Write a business plan and present it to potential lenders
5. Explain how to bring a firm to the IPO stage

TOPICS COVERED:

The module is exclusively based on the creation of a new company.

- How to finance a start up
- The use of capital venture and business angels
- Mezzanine financing
- Private equity
- How to get listed on a stock exchange

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

KURATKO Donald F. (Latest edition) *Introduction to Entrepreneurship*, Thomson.

ACADEMIC POLE	: Supply Chain Management
PROGRAMME	: PGE3 – PGTC – MSc SCM
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessment)
CREDITS	: 6 ECTS – M2

PRE-REQUISITE MODULES :

Students should have a general understanding of business and management practices, including a basic understanding of supply chain and logistics management.

MODULE OBJECTIVES:

Analyze the means of deploying a sourcing / e-purchasing strategy that compliments, and is in line with, a company's overall business strategy.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module aims to provide a fundamental understanding of the sourcing process as part of supply chain management. The module focuses on specific operational tasks, responsibilities and tools and thereby creates a foundation for other modules on the programme that take a more strategic perspective.

This module analyses sourcing and e-purchasing in a global context. Companies often source from global sourcing markets which represent a range of sustainability risks.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Evaluate the appropriateness of different sourcing methods and processes including e-purchasing
2. Identify the 7 steps of the procurement process
3. Explain the buyer's role and responsibilities
4. Evaluate the tender process
5. Understand and describe the various tools of e-purchasing, their objectives and their links with a company's strategy (e.g. e-procurement, e-tendering, reverse auctions and e-auctions)
6. Build the foundation for conducting a reverse auction
7. Discuss category strategies
8. Conduct spend analysis

TOPICS COVERED:

- Sourcing
- e-procurement tools
- Reverse and e-auctions
- Buyer roles and responsibilities
- The tender process
- Category strategies
- Spend analysis
- RFI, RFP, RFQ

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**Suggested textbook:**

- O'Brien, J. (2012). *Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability*. Kogan Page. **(eBook available)**

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	MSc. SCM - PGE3 - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

Students should have a general understanding of business and management practices, including a basic understanding of supply chain management.

MODULE OBJECTIVES:

Purchasing management has grown as a discipline both in practice and in academia in recent years and therefore now offer excellent career opportunities. Many companies have elevated purchasing management to a strategic function; it is important that future managers understand the potential contribution of purchasing not only to cost reduction but also to value creation. The recent focus on sustainability has further boosted the focus on purchasing as companies are faced with long-term economic, environmental and social challenges. This course examines the principles, concepts and approaches of purchasing management and its role in reducing costs and improving customer value.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module has a strong focus on sustainability within a purchasing and supply management context and therefore is closely related to the school value of responsible management. Furthermore, it has a strong focus on not only viewing purchasing as a cost reduction function but also as a value creation function that plays a critical role in innovation. We examine global sourcing challenges such as the challenges of low-cost-country sourcing.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Having completed this course the student is expected to show an ability to:

1. Assess the relevance and challenges of sustainable purchasing management especially in terms of potential environmental and ethical risks in the supply chain
2. Illustrate and explain the purchasing and strategic sourcing processes
3. Develop effective product and service specifications
4. Explain the process of negotiation and negotiation strategies and tactics
5. Explain the importance of supplier relationship concepts

6. Assess the relevance and challenges of outsourcing
7. Explore the drivers and processes of global sourcing
8. Analyse different organisational structures of the purchasing function
9. Explain the meaning and importance of purchasing strategy
10. Understand the contribution of purchasing in product development and innovation

TOPICS COVERED:

The main areas/topics which will be addressed (The list should cover at least 70% of the module content).

- The purchasing process
- Purchase specification
- Negotiation
- Purchasing strategy
- Sustainable purchasing: ethical and environmental challenges
- Purchasing organization: centralization and decentralization, centre-led organisations
- Global sourcing and low-cost country sourcing
- Outsourcing and make-or-buy analysis
- Purchasing portfolio models
- Supplier relationships and partnership sourcing
- Trust, power/dependence, risk and value
- Supplier selection
- Early supplier involvement

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Johnsen, T.E., Howard, M. and Miemczyk, J. (2014) *Purchasing and Supply Chain Management: a Sustainability Perspective*. Routledge,. ISBN-10: 0415690870.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE3 - MSc. SCM – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES :

There is no specific module that is essential before studying this module although it will be assumed that students have some knowledge of Globalization issues, an active interest in changes to the global economy and a keen curiosity about the way supply chains function.

MODULE OBJECTIVES :

The objective of this course is for the students to acquire a good understanding of the growth and evolution of global supply chains, the different organizational and governance forms and to be able to apply this knowledge to critically analyse specific sectors or companies.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

It is increasingly important that students have a clear understanding of forces at work in the world in which they will operate. To this end the course will enhance their analytical skills, which will allow them to make an immediate and valuable contribution upon entering the professional world.

Regarding the GRP concept, this module covers all dimensions of the school GRP objective. It focuses on management and improvement of Global Supply Chain (GSC) processes and performance as a vital part of Global Value Chains. It will be valuable for students who would like to pursue a career in consulting or take a position in operations, sales & marketing or finance functions in a manufacturing or distribution firm. We explore GSCs environment, metrics and strategies, primary tradeoffs in making international supply chain decisions, tools for effective and efficient supply chain management, production planning and inventory control, order fulfilment and supply chain coordination.

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Have a good understanding of the dynamics of the globalization process
2. Comprehend the key trends in international trade

3. explain the different governance and organizational models of global value chains
4. understand global supply chain strategic issues, performance measurement and risk management
5. describe and critically analyse the organisation of supply chains in a particular sector

TOPICS COVERED :

- The political and economic context – a historical approach to Globalization
- Supply chains in a global context – the growth of international trade in intermediate goods
- Global Value Chain debate – Governance and Organisation
- The transnational corporation and global production networks - the processes and challenges of internationalization
- Technology and the New Industrial Revolution
- Global Supply Chain strategy – outsourcing, offshoring, 3PL's
- Complexity and risk in global SCM
- Global SCM performance measurement
- Global Supply Chain Case Studies

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY :

Suggested textbook:

Tage Skjott-Larsen, (2007), *Managing the Global Supply Chain*, 3rd Edition, Copenhagen :
Copenhagen Business School (**ebook available**)

ACADEMIC AREA	:	SUPPLY CHAIN MANGEMENT
PROGRAMME(S)	:	PGE3 – SCM(L) – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES: Transportation and Warehousing, Supply Chain and Purchase Costing, Inventory management

MODULE OBJECTIVES:

What is the role of management of distribution and transportation in a supply chain?

How to coordinate distribution, transportation and warehousing activities?

How to select a transportation mode?

What are the trades-offs between network design and distribution strategy?

How to reduce transportation and distribution costs?

How can the distribution be affected by the transportation network design?

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module helps students to manage two important integration activities in supply chains: distribution and transportation.

This course focuses on global aspect of business dimension. It provides you with a wide understanding of how organizations incorporate and manage transportation and distribution in order to enhance their business opportunities.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

1. Understand the effect of network design on distribution
2. Design supply chain networks to optimize transportation costs and service
3. Determine how to optimize routes and schedules
4. Calculate the distribution and transportation costs
5. Analyze tradeoffs between transportation and inventory costs and customer service levels
6. Define a distribution strategy

TOPICS COVERED:

1. Trade-offs in logistics
2. Transportation mode selection
3. Global distribution network
4. Transportation and distribution fundamentals
5. Delivery costs and strategies
6. Transportation network design

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**Suggested textbooks:**

- Chopra, S. and Meindl, P. (2012) *Supply chain management: Strategy, Planning and Operation*, 5th edition, Upper Saddle River, Pearson Education.
- n. Slack, s. Chambers and r. Johnston, *Operations Management*, Prentice Hall

ACADEMIC AREA	: Human Resource Management – Corporate Social Responsibility
PROGRAMME(S)	: DMC-IHRM-IBN-ILBM-ILBM Stras.-SCM- PGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 120 hours
CREDITS	: 6 ECTS - M2

PRE-REQUISITE MODULES:

Students are expected to have a business undergraduate degree and to have a good knowledge of corporate policy and strategy and of management in all its dimensions.

MODULE OBJECTIVES:

This course prepares students to analyse and evaluate critical issues regarding the social, ethical and environmental responsibilities of business, to transfer sustainability-related knowledge and ethical theories to business practice, and to assess the relevance of CSR tools and apply them to specific business needs.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

In order to become “Managers 3.0”, students need to demonstrate critical awareness of corporate social responsibility issues in management.

This module supports the PGE programme learning outcomes related to students being able to:

1. Integrate sustainability practices into company management and policies, thus creating sustainable value.
2. Manage organizational change and innovation, as building CSR into the company's management often requires significant change.

CSR is global in various ways – it is transdisciplinary, it deals with global supply chains, etc.

It calls for innovation in order to design sustainable business models and to create sustainable value.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module students will be able to:

1. Critically evaluate the theoretical and conceptual approaches to CSR.
2. Appraise how a company identifies its stakeholders and manages the relationships with them.
3. Assess the strategic opportunities provided by CSR and sustainability.
4. Apply the concepts of CSR to formulate recommendations at the managerial level.

TOPICS COVERED:

This module is designed to enable students to deal with social and environmental challenges and the related ethical dilemmas. The main subjects covered include:

- Introduction to CSR and sustainability.
- CSR concepts and theories.
- CSR, leadership and governance.
- Stakeholder theory and management.
- The institutional environment of CSR.
- CSR, sustainability and corporate strategy.
- Embedding CSR in management and organization.
- Sustainable banking and socially responsible investment.
- Business and the global common good.

METHODS OF ASSESSMENT:

Postgraduate modules:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- CRANE, A., MATTEN, D. & SPENCE, L. (Eds.) (2013) *Corporate Social Responsibility: Readings and Cases in a Global Context*, London and New York: Routledge. See companion website for links to related articles: <http://www.routledge.com/cw/crane-9780415683258/>.

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	PGE3 – MSc IHRM– MSc SMEI – MAIB - PGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES: OB401E or equivalent

MODULE OBJECTIVES:

The module will aim at developing the students' analytical and diagnostic skills so as to be more effective in assessing what's going on in organisations, gathering and interpreting data, designing the change project and implementing change in the organisation, sustaining change and creating a learning organisation.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module will contribute to the following programme objectives:

- leading organisation facing uncertainty in a global context,
- evaluating and integrating knowledge and skills derived from fundamental management disciplines and practises such as HR, project management, strategy
- adopting a strategic perspective upon business processes and problems,
- integrating issues of sustainable development,
- adopting an entrepreneurial attitude.

The module aims to develop students' ability to design ethical and responsible change models.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. identify and analyse the pertinent data to characterize the context: culture of the organisation, resistance to change, force-field analysis, etc.,
2. Propose a strategy for change based on analysis and synthesis of secondary data and theory
3. design and plan a change project including a communication plan,
4. evaluate, justify and support options and decisions
5. address managerial issues and lead the change

TOPICS COVERED:

Some of the topics covered are:

- Objectives of the Change project
- Change context analysis
- Change design and levers
- Managerial issues
- The learning organisation

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

Balogun, J. and Hope Hailey, V. (Latest edition). *Exploring strategic change*. (3rd edn). Prentice Hall. **(eBook available)**

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT – Project Management
PROGRAMME(S)	:	PGE 3 - MAIB - PGTC
CONTACT HOURS / FORMAT	:	27 hours
STUDY TIME	:	120 hours
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES:

An organizational Behaviour Course .Students should be familiar with the various departments of a company.

MODULE OBJECTIVES:

This module teaches students why projects matter in a changing business environment, their impact on organizations, how they are created, managed and implemented, how students will be involved as individuals, team members and managers, and how performance relates to projects. The goal is to teach the students how to effectively organize and run a structured project in various environments and positions. The topics covered are: How projects implement globalization, projects & organizations, the project manager, team management, time & resources management, complexity, special steps and success and performance.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Successful projects, need to consider the *responsible aspect* of their running and implementation, especially in the case of community projects, where the project should serve a specific need of that community. *The Global aspect of business* should also be considered given that many projects, especially large-scale projects, integrate multicultural teams exposed to cultural differences, which can create substantial obstacles to effective teamwork, and a project manager who is given the task of managing cultural challenges successfully by choosing the right strategy. Successful projects should be run using the *innovative approach*, whether it is about being able to make the necessary improvements to the monitoring and controlling framework of the project, or by making significant, high impact changes to the project during the project lifecycle, at the same time managing to meet the final deadline and achieve the results set.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Explain and assess project requirements (and evaluate the associated techniques)
2. Analyse project risks (and evaluate the associated techniques)

3. Analyse project quality (and evaluate associated techniques)
4. Explain the alternative options to plan, monitor and control a project (and evaluate the associated techniques)
5. Explain the purpose of performance management in projects (and evaluate the associated techniques)
6. Apply generic project tools (and evaluate the associated techniques)
7. Explain the nature of project information and communication (and evaluate the associated techniques)

TOPICS COVERED:

- Project Management, Concept and Definition
- Organizational Structures
- Project Manager, Working with Teams and Executives
- Management Functions and Variable for Success
- Project Management Planning
- Pricing, Estimating and Cost Control
- Risk and Quality Management
- Contract Management
- Modern Developments in Project Management

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Kerzner, Harold R. (latest edition). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. Wiley.

Available as an E-Book via the Library Website

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	PGE3 – IHRM – MAIB - PGTC
CONTACT HOURS	:	27 hours / 9 x 3 hours
STUDY TIME	:	120 hours (Class preparation, homework & assessment)
CREDITS	:	6 ECTS – M2

PRE-REQUISITE MODULES: None.

MODULE OBJECTIVES:

The primary objective of this module is to challenge conventional concepts of organization. Students will be introduced to critical, postmodern, and systemic concepts of organization. Thus tracing the origins of alternative mainstreams and possible futures of organization theory, students will refine their own angle on organization and will find it easy to both challenge existing and design new forms of organization. Classical management paradoxes and dilemmas will appear less problematic. Students will be able to cultivate a more playful attitude to even the largest organizations and increase their scope of decision-making.

CONTRIBUTION TO THE PROGRAMME OBJECTIVES :

This course contributes to the development of the following aptitudes of the program as specified in the ESC Rennes School of Business program objectives:

1. Be able to communicate effectively and flexibly in a business context.
2. Feel familiar with pioneering approaches to organization.
3. Be able to critically analyze multidimensional and complex questions of organizational design and take effective managerial decisions in an international and turbulent business environment.
4. Be a reflexive and more responsible manager.

Links with the school GRP objective (global responsible pioneer):

Students will be enabled to design and redesign organizations according to different needs, purposes and cultural context.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Having successfully completed this module, students will

1. Have developed a higher intellectual flexibility and have explored their individual preferences for one or more particular perspectives on organization.
2. Find it easy to distinguish between current streams of organization research and to choose literature relevant to their academic or professional challenges.
3. Be capable of analysing classical management paradoxes as well as of deducing ways of how to solve them.

4. Consider alternative options of organization design and increased their personal scope of decision-making.

TOPICS COVERED:

1. The foundations of organization theory
2. The critical, postmodern, and systemic approaches to organization.
3. The gamification of organization and organizational design.
4. Future scenarios of organization.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

McAuley, J., Duberley, J., & Johnson, P. (2013). Organization theory: Challenges and perspectives: Prentice Hall. ISBN-13: 978-0273724438.

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	PGE3 - PGE3 Alternance
CONTACT HOURS	:	27 hours
STUDY TIME	:	120 hours (Class preparation, homework and assessment)
CREDITS	:	6 ECTS - M2

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

The focus of this module is on Strategic Analysis on competitive and dynamic markets. This module deals mainly with two goals: (1) To increase the students' understanding of what managers must do to make a business sustainable and performant in the long term; and (2) to develop the student's ability to lead a Strategic Analysis of a firm on highly competitive and dynamic markets.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module supports the PGE programme learning outcomes related to students being able to:

- To be a generalist in management sciences,
- To be intellectually agile and methodical in his/her activities,
- Develop a range of advanced analytical skills and knowledge of business so as to prepare for a career in international business and management at an executive level.
- Develop a capacity for applying these in a variety of contexts and situations, particularly of a multicultural and international nature.
- Develop analytical skills and a critical ability commensurate with a postgraduate level of study.
- Take account of the multidimensional nature of issues encountered in business.
- Equip students with the tools and concepts needed to adapt to a rapidly changing environment.

This module participates to train Global Responsible Pioneer (GRP) learners, and addresses more specifically on the Responsible and Pioneer dimensions: Responsible because it is focused on sustainable competitive advantage; Pioneer because creativity and innovation are at the heart of the patterns and concepts presented during this module.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

On completion of this course, students should be able to:

1. Conduct a strategic management diagnosis to identify a competitive advantage,
2. Formulate decisions and strategic choices,
3. Elaborate the process of implementing the strategic choices.

TOPICS COVERED:

- Competitive advantage,
- Market dynamics,
- Strategic management process: Diagnosis, Decision and Implementation,
- Goals: profitability, rents and sustainability,
- Performance assessment.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- Porter, M.E. (2004). *Competitive strategy: Techniques for Analyzing Industries and Competitors*. New-York : The Free Press.

ACADEMIC AREA	: STRATEGY-INNOVATION
PROGRAMMES	: IBPM3 - UGTC Level 4
INSTRUCTOR	: Thierry Bossée-Pilon <thierry.bossee-pilon@esc-rennes.com> Adjunct-Faculty Member
CONTACT HOURS	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessment)
CREDITS	: 5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

Anyone wanting to do business in France needs to know the specific cultural aspects of France, the major facts and data concerning its macro-economy and how its legal and managerial specificities will impact business operations.

Thanks to a cross-cultural approach and several comparative analysis, students will understand the potential pitfalls and advantages of doing business in France.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course contributes to meet learning objectives:

Generalist:

- Apply management knowledge and skills, tools and methods in a variety of business contexts and situations.
- Adapt to a rapidly changing environment.
- Being open to the world and cultural diversity.

Global:

Understand France situation and specificities within the European context and the globalized economy.

Responsible:

Manage operations taking into account the interests of all stakeholders in the French context.

Pioneer:

Analyze the 'French touch' in Eco innovation and manage the support of the French innovation system.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

This module aims to enable you to:

1. Describe and compare cultural differences between their own culture and the French culture using cross-cultural approach and frameworks.
2. Explain major trends and key data of the French economy with a macro-economic point of view and with a comparative approach.
3. Understand the economic and social structure and legislation in France, and how this affects business.
4. Be familiar with country-specific managerial practices, do's and don'ts for working in a French context.

TOPICS COVERED:

- Cultural guidelines: cross-cultural approach.
- Macro economy of France: Comparative analysis.
- Starting a business in France.
- Managing operations in France.

TEACHING METHODS:

- Lectures, case studies workshops.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	G	oral	20'	40%	1-4
Final	I	written	2h30	60%	1-4
				Total 100%	

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:

■ Recommended Textbook:

- Schneider, S.C., Stahl, G.K. and Barsoux, J-L. (2014). *Managing Across Cultures*. (3rd edn). Harlow: Pearson Education. (eBook available).
- Whiting, R. (2006). *Starting a Business in France: A step by step guide*. How To Books.
- Starting a business in France, APCE, 2013 - <http://www.apce.com/pid372/to-set-up-a-business.html>
- Doing business, World Bank Report, 2016 - <http://www.doingbusiness.org/>
- OECD economic surveys, France, 2015 - <http://www.oecd.org/eco/surveys/economic-survey-france.htm>

■ Additional Reading:

- French economic Newspapers and Magazines (Les Echos, Le Monde, Le Point, L'Expansion...)
- Harvard Business Review
- Business and Society Review

■ Web sites:

<http://www.institut-entreprise.fr/>

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

MODULE PLAN SESSION**ST305E_TC
DOING BUSINESS IN FRANCE**

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	Presentation of the programme Cultural guidelines Workshop1 Press review about France instructions	Books 'Managing across cultures' 'France ,customs and culture'.
2-3	Press review about France Macro economy of France-Comparative analysis Workshop 2 France a global economic power Workshop 3	INSEE statistics OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
4	Press review about France The main challenges of the French economy Workshop 4	Experts papers OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
5-6	Press review about France Starting a business in France Workshop 5	DB 2014 World Bank report Starting a business in France APCE.
7-8	Press review about France Managing operations in France Workshop 6	http://www.institut-entreprise.fr/ http://www.gouv.fr/
9	Doing business in France : Your Business project	

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (<i>Class preparation, homework and assessment</i>)
CREDITS:	3 ECTS
PRE-REQUISITE MODULES:	no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tfl.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG002N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE: None

LEARNING OBJECTIVES:

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES:

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION:

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME: not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY:

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY:

General information about France:

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imagnet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English:

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French:

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee, [0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Spring Semester

<i>SESSIONS</i>	<i>TOPICS</i>
1	Introduction
2	France since 1945
3	Health and social policies
4	Assets and limits of the welfare state
5	Young people in the job market
6	Towards a new work culture
7	French families
8	The European commitment
9	Analysis of some recent events
10	Conclusion – Cheese tasting



Undergraduate Exchange Student (Level 4)

MODULES 2018 / 2019

FALL SEMESTER

DATES: SEPTEMBER 2018 – DECEMBER 2018
EXAMS : DECEMBER 2018

SPRING SEMESTER

DATES: JANUARY 2019 – APRIL 2019
EXAMS : APRIL 2019

COMPULSORY MANAGEMENT MODULES

		Hours	Credits			Hours	Credits
CR401E_TC1	Corporate Social Responsibility	27	5	CR401E_TC2	Corporate Social Responsibility	27	5
FI402E_TC	Financial Markets & Portfolio Management	27	5	FI402E	Financial Markets & Portfolio Management	27	5
FI403E	Financial Analysis	27	5	FI404E	Financial Risk Management	27	5
FI443E	Corporate Finance	27	5	HR443E	Strategic Human Resource Management	27	5
HR443E_TC	Strategic Human Resource Management	27	5	HR444E	Recruting & Training	27	5
IS402E	Information Technology Management	27	5	IS443E	Management of Information Systems	27	5
MK401E_TC	Advertising	27	5	IS444E	Implementation of Business Information Systems	27	5
MK444E_TC	Business to Business Marketing	27	5	MK442E	New Products & Brand Management	27	5
OB403E	Managing Cultural Diversity	27	5	MK443E	Services Marketing Management	27	5
PM401E_TC	Project Management	27	5	MK444E	Business to Business Marketing	27	5
SC404E	Supply Chain Management: Fundamentals	27	5	QM401E	Operations Management	27	5
ST401E	Strategic Management Fundamentals	27	5	SC402E	Principles of Purchasing	27	5
ST403E_TC	Entrepreneurship & Small Business Management	27	5	SC403E	Purchasing and Logistics	27	5
ST404E_TC1	European Geopolitics	27	5	ST305E_TC	Doing in Business in France	27	5
				ST404E_TC2	European Geopolitics	27	5

COMPULSORY EVENTS

EV002N	International Fair		-				
EV003N	Career Forum		-				

LANGUAGE MODULES (Optional)

4LV2F1_TC	French Language	30	3	0LV2F2	French Language	30	3
FG401N_TC	French Culture	30	3	FG402N_TC	French Culture	30	3

ACADEMIC AREA	: Human Resource Management – Corporate Social Responsibility
PROGRAMME	: UGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessments)
CREDITS	: 5 ECTS – M1

PRE-REQUISITE MODULES:

Students are expected to have a basic knowledge of corporate policy and strategy and of management in all its dimensions.

MODULE OBJECTIVES:

This course prepares the students to understand, identify and shape the responsibility of business vis-à-vis society and future generations and provides them with a framework for assessing and addressing the ethical nature of business decisions. Central concepts of business ethics will be introduced such as: Corporate Social Responsibility, Sustainable Development, Ethics, Morals and Values and Stakeholder Management.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to academic programmes.

The course will refer to theories and practises taught in management courses or acquired by experiences made during previous internships and/or first work experience.

In line with the school's GRP objectives, the course will highlight the global and responsible aspects of business in each course through analyzing CSR from an international perspective. Additional attention will be given to innovation within the context of social and green entrepreneurship.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Summarize the relevance of CSR given the challenges the world is facing today,
2. Explain the main theoretical and conceptual approaches to CSR,
3. Identify a company's stakeholders and characterize the relationships with them,
4. Assess the strategic opportunities provided by CSR and sustainability,
5. Identify the implications of a CSR policy in the main managerial domains.

TOPICS COVERED:

Central concepts of business ethics will be introduced such as:

- Corporate Social Responsibility,
- Sustainable Development,
- Ethics, Morals and Values,
- Stakeholder Management,
- Social and Green Innovation.

Internationally recognized CSR instruments, standards and related laws will be introduced, e.g. GRI, Global Compact, Rating Agencies, Multi-Stakeholder Initiatives (ETI, FLA, etc.)

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Crowther, David & Aras, Güler. (2008) *Corporate Social Responsibility*. Bookboon.
Available at <http://bookboon.com/en/defining-corporate-social-responsibility-ebook>

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME	:	UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Corporate Finance Fundamentals (FI443E or equivalent) and/or Financial Analysis (FI403E or equivalent)

MODULE OBJECTIVES:

This module gives students some insight into jobs which are found in banks, investment firms and insurance companies, such as investment analyst, money manager, portfolio manager or financial planner.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is one of the 2 modules of the Finance Minor (PGE 2 Program).

The other course of the Finance Minor is Financial Risk Management

The module is centered on the **global** aspect of finance in a world which is getting more interactive as ever. In view of the numerous financial crisis, the course deals with related issues and how they could have been averted **responsibly**, making students **pioneers** in this field.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify the different types of markets organizations and their constituents,
2. Classify the market participants according to their objectives and their behaviour,
3. Differentiate the main financial instruments used for investing purposes,
4. Evaluate the risks attached to the use of financial instruments
5. Define an investing strategy and build a stock portfolio,
6. Select a methodology to implement a strategy,
7. Monitor the evolutions of an investment strategy,
8. Assess an investment strategy according to its objectives and asset mix.

TOPICS COVERED:

The main themes of the module are:

- Organization of different security markets, main kinds of investments, relations between risk and return.

- Asset pricing models: the efficient frontier, standardized measure of systematic risk (beta), Capital Asset Pricing Model.
- Basic principles of financial asset management: objectives, preferences, constraints; benchmark selection, performance measurement.
- Valuation principles by asset class, and clues to risk management through derivative instruments.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook):

Frank K. Reilly, Keith C. Brown – *Analysis of Investments and Management of Portfolios* – South-Western (Latest Edition)

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

An introduction to financial and management accounting (AC301F and AC302E or equivalent).

MODULE OBJECTIVES:

This module provides an introduction to some key concepts and tools for financial analysis and management. The module first focuses on published financial statements (income statements, balance sheets and cash flow statements). The aim here is help students to understand the structure and content of the financial reports provided to external stakeholders of an enterprise. Next, the module introduces criteria commonly used in stocks market to appraise the equity or the enterprise, and its evolution. Finally, as investors will increasingly incorporate Environmental, Social and Governance considerations into their investment process, the module introduces the main ESG indicators. The relation between the performance/risk management and these indicators is next discussed.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is a mandatory module of the PGE program. One of the learning objectives is that students acquire basic competencies in the various areas of management,

In this module:

- the student learn the fundamental techniques in finance
- the student starts the acquisition of management problem solving techniques based on accounting and quantitative methods
- the student uses English in a business context.

The school is committed to train Global Responsible Pioneers. This module presents ESG indicators, increasingly taken into account by investors. The students will have to incorporate these indicators in the financial analysis of one firm.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. understand the structure of a company annual report and accounts
2. explain the difference between investment and financing
3. identify the different sources of financing for a firm and for each of them their advantages and disadvantages
4. apply the many valuation methods that can be used to value a company
5. use financial information to assess a company's health and its strategy
6. select the appropriate ratios to perform a financial analysis
7. choose the appropriate method to value of a firm

8. select the appropriate tools for any computation (Excel, solver, financial tables)
9. compare investment alternatives
10. determine whether or not they agree to work for, invest in, or trade with, a particular company

TOPICS COVERED:

This module focuses on the interpretation of companies accounts. The main elements of the module are:

- The role of a financial analyst
- Description of the financial statements used for external communication
- Margin analysis
- Specificities of the accounting policies
- Working capital management
- Debt structure and its cost and stakes
- Ratio analysis
- The application of basic discounted cash flow techniques to value a company
- Valuation of companies

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook) :

Vernimmen P. (Latest Edition) *Corporate Finance: Theory and Practice*, John Wiley & Sons
(eBook available : 2009 english version)

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Fundamentals of Finance

MODULE OBJECTIVES:

The aim of this module is to extend the student's basic knowledge of finance principles. The students will be familiarised with the main business environment issues which affect the investment and financing decisions of a firm, whatever its stage of growth. At the end of this course the students should be able to understand the transition from the business risk of operating activities to the risk for the financial structure. They will be able to understand and analyse a company's financing position, and to address the main financial management issues in a global and international environment.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

The module is a mandatory module of the PGE program. One of the learning objectives on the PGE is that students acquire basic competencies in the various areas of management,

This module fits well to the School's GRP Objectives, which are to prepare managers ready to perform in a global environment with an attitude of responsible pioneers. The topics covered in this module provide a *GLOBAL* approach to the students to understand the issues and challenges of the finance world. It also enables them to act in a *RESPONSIBLE* manner, while making important financial decisions that may foster significant strategic implications to the corporate world. Knowledge of a wide array of topics with the ability to solve complex problems also induces confidence in the students to lead from the front and be *PIONEER* to meet new challenges of a dynamic corporate finance environment.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Understand significance of Corporate Finance in business world,
2. Differentiate between types of securities and their issuance,
3. Perform project valuation (Investment Decision),
4. Understand company's choice between debt and equity (financing decision)

5. Distinguish between different forms of capital structures with respect to market conditions (forms),
6. Ascertain trade-offs in dividend policy and their implications for investors,
7. Value debt in relation to the main parameters involved,
8. Discuss the choice of shareholders according to a firm's strategy and constraints,
9. Classify the relevancy of different types of financing according to a company's profile and strategic objectives,
10. Assess the consistency of strategic decisions made by companies, and weight their financial impact, through the collection of consistent information.

TOPICS COVERED:

- The ways for a firm to finance its activities on the long term, whatever its stage of growth.
- The financial stakeholders inside and outside the firm.
- The capital structure and its effects on risk and the value of the firm.
- The capital structure and its effects on return and the value of the firm.
- The cost of money is and its impact on the valuation of financial assets.
- The ways to return cash to shareholders and the effects of the dividend policy on the firm's value.
- A brief overview of financing techniques for mature or declining companies: mergers, LBO, spin offs.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook) :

Berk, J. and DeMarzo, P. (2014) *Corporate Finance*, 3rd Edition. Pearson Education. **(eBbook available)**

ACADEMIC AREA	: HUMAN RESOURCE MANAGEMENT
PROGRAMME	: PGE2 - UGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework & assessment)
CREDITS	: 5 ECTS – M1

PRE-REQUISITE MODULES:

Organizational Behavior (OB301E or equivalent)

MODULE OBJECTIVES:

The aim of this module is to provide students with a conceptual framework and practical skills which will equip them to critically assess and deal with strategic HR issues facing international companies.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module contributes to the following aims:

- To be a "junior" specialist in HR management
- To be open to the world and cultural diversity
- To be intellectually agile and methodical in a business context

The module will teach students to think about strategic human resource management from a GLOBAL perspective. They will be exposed to issues of expatriate management, management of international teams and international mergers, acquisitions and joint ventures. Students will also consider issues of ethics and RESPONSIBILITY from a human resource management perspective.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Critically assess the link between company strategy / culture and HRM
2. Identify key success factors in attracting, developing, and retaining key competences.
3. Analyse how HRM can contribute to a successful international merger, acquisition, or alliance
4. Assess the impact of cultural forces on HRM
5. Assess strategic issues in diversity management and employer-employee relations
6. Write a job description
7. Plan and carry out an employment interview

8. Plan and carry out a performance review.
9. Design a simple training program for expatriates
10. Design a compensation package for expatriates

TOPICS COVERED:

- Introduction: why and how HRM is strategic
- Talent management
- Employee engagement
- Strategic HR planning
- Strategic and operational recruiting
- The strategic management of expatriate talent
- Performance management
- Training and development, strategic career planning
- Compensation management
- Strategic HRM in international mergers, acquisitions, and joint ventures
- Diversity management and employer-employee relations

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*. (12th edn). Kogan Page. **(eBook available)**
- Armstrong, M. & Redmond, K. (2012), Armstrong's Handbook of Strategic Human Resource Management, 5th ed., Kogan Page. Available as e-book on library site

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	PGE 2 - UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours
CREDITS	:	5 ECTS – M1

PRE-REQUISITES MODULES:

Basic business knowledge and awareness of information and communications technology.

MODULE OBJECTIVES:

This course aims at providing a deeper understanding of the issues, challenges and opportunities in the application by people and organizations of information and communications technology.

The course emphasizes an organizational and managerial approach to IT and Information Management, covering strategic issues as well as IT implementation and change.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Students must know how to use ICTs in their functions. They will be able to summarise the fundamental principles of computer hardware, applications software, networking and client/server development and to produce a business information system prototype.

The course contributes to two dimensions of GRP concept:

- Global business: The course content and cases maintain relevance to global business environment
- Innovations: This course examines the innovative approaches to information systems
-

MODULE INTENDED LEARNING OUTCOMES (ILOs):

After successful completion of this course, students should have achieved the following objectives:

1. Be able to identify and assess strategic information systems that may (potentially) affect corporate positioning and competitiveness;
2. Have an understanding of the process and products of information planning and its relationship with both a company's overall strategy, the information systems portfolio, and the development of individual systems;
3. Have an understanding of the process, context and issues in information systems development projects;
4. Be able to perform high-level process and data analysis;
5. Have an understanding of key developments in information and communication technologies and their possible impact on businesses.

TOPICS COVERED:

The course is structured around:

- Organizations, Management, and the Networked Enterprise
- Information Technology Infrastructure
- Key System Applications
- Building and Managing Systems

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**Suggested textbook:**

Laudon, Kenneth C.; Laudon, Jane P. (2015). Management Information Systems. (14th edn). Pearson Education. **(eBook available)**

ACADEMIC AREA	:	MARKETING
PROGRAMME	:	UGTC Level 4
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS - L4

PRE-REQUISITE MODULES:

"MK301N - Fondamentaux du Marketing" and "MK302E - Marketing Fundamentals" or equivalent.

MODULE OBJECTIVES:

The module covers the different aspects of advertising, with a specific focus on the design, the planning and the implementation of a successful advertising program along with an introduction to integrated marketing communication and advertising theories and their relationships with consumer behaviour.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Building on marketing fundamentals about marketing research and consumer behaviour, students should gain an extensive understanding of techniques and processes that are essential to developing effective communication strategies while respecting ethical concerns in the spirit of corporate social responsibility.

This module takes a global perspective by recognizing cultural differences and their effects on advertising. Responsibility and ethics are emphasized throughout the module, particularly in relation to agencies' work and consumers' trust. "Pioneer" is reflected in the emphasis given to developing Integrated Marketing Communication (IMC) so that it is more in line with the spirit of sharing in social media and more effective in meeting the needs of consumers to participate and interact with brands and companies.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, students will be able to build and/or criticise an advertising campaign and to integrate it with the rest of the promotional and/or marketing mix in a strategic perspective. They will be trained to follow a method with specific steps to build or criticise an advertising plan. They will be able to apply the tools given to the creation of advertising proposals and to the analysis of contemporary advertising campaigns.

Knowledge and skills outcomes: To be able to:

1. Explain the nature, structure, function and operations of the national and international advertising industry,
2. Discuss advertising's role both as a promotional mix element and as a set of techniques which works in conjunction with other promotional activities,

3. Analyse and assess contemporary advertising strategies and present solutions to cognate case study problems,
4. Collectively develop, create and propose advertising strategies,
5. Evaluate external and internal factors that will impact the management of the advertising process for an organisation's international communication strategy (research trends; economical & cultural trends, strengths and weaknesses),
6. Identify and develop skills (including cross-cultural) that are applicable to different strategic/creative promotional scenarios.

TOPICS COVERED:

In order to achieve the learning objectives, the module will focus on the following points:

- Communication objectives,
- Budgeting the promotion/communication-mix,
- The Client and the creative Brief,
- The copy strategy & copy styles,
- Design and production for visual communication, TV, radio, outdoor, etc...
- International Advertising: Standardisation versus adaptation; Globalisation,
- Traditional media tools: Media strategy, Media Planning, Media buying,
- Digital advertising & social media,
- Other Traditional and Non-traditional Media tools: Marketing Public relations, Direct-Response, Sales Promotion, Sponsorship, Flashmobs & emotions sharing, etc.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended textbook:

- Moriarty, S., Mitchell, N. and Wells, W. (2014) *Advertising & IMC Principles & Practice*, (10th Edn), Pearson.

Or

- Moriarty, S., Mitchell, N. and Wells, W. (2011) *Advertising & IMC Principles & Practice*, (9th Edn), Pearson. **(E-book available).**

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE2 - UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE OBJECTIVES:

This course explores business-to-business marketing in a contemporary business context. The course highlights companies' marketing towards customers in industrial, institutional, and government sectors. Business-to-business marketing encompasses market segmentation, positioning, pricing, communication, physical distribution, customer service and sales management. This course, therefore, examines marketing activities as they occur in value chains of interconnected business networks.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Junior Expert: This module is part of the minor in Industrial Marketing, a pre-requisite for PGE3 majors in Supply Chain Management.

Global: Many B2B markets are of global nature and this module highlights the challenges and opportunities associated with having customers and suppliers from other countries and continents.

Responsible: Several B2B marketing tasks include ethical and environmental considerations. This module therefore emphasizes managers' responsibility with regard to dealing with such issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this module the students will be able to:

1. Demonstrate a coherent and detailed knowledge of B2B marketing concepts and models.
2. Accurately deploy established techniques for analysis of factors that affect value creation in business markets.
3. Evaluate the recent developments in the field of B2B marketing with special attention directed at new technological applications.
4. Describe and comment upon current research in the field of B2B marketing.
5. Demonstrate an ability to identify critical components in value-chains that affect companies' competitive positions in business markets.
6. Appreciate the information requirements for strategy development in B2B markets.

7. Manage own learning in connection to project work.

TOPICS COVERED:

- Segmentation, value chains and value creation in business networks.
- Pricing in the business sector.
- Development of products and services in the business sector.
- Positioning, promotion and sales management.
- Positioning in B2B markets.
- Communication and customer relationships.
- Distribution, logistics and quality management.
- Delivering value.
- Strategy development and evaluation of marketing efforts.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ **Suggested Textbook:**

- Anderson, J. C., Narus J. A. and Narayandas, D. (Latest Edition) *Business Market Management: Understanding, Creating, and Delivering Value*, Pearson Prentice Hall.

ACADEMIC AREA	:	HUMAN RESOURCES MANAGEMENT
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS / FORMAT	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework & assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES: None.

MODULE OBJECTIVES:

This module will enable students to know how to work with people from different cultures. Students will develop an understanding of the impact culture on international business relations and how to use conceptual frameworks for predicting behavior in different national contexts. Students will develop their cross-cultural communication and multicultural teamwork skills as well as their knowledge of how to do business in several major countries and one of their choice.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module introduces students to the challenges of international assignments, cross cultural communication, and working in multicultural teams. It prepares students with knowledge and skills to be successful in international corporations and develop an international career in today's global business environment.

- **Global:** the module develops students' cultural intelligence (CQ), i.e., their ability to predict and understand behavior of people from other national business cultures with whom they will be called to work;
- **Responsible:** When considering the triple bottom line "people-planet-profits," the module focuses particularly on the people side, as students learn to respect and work effectively with managers and employees with other cultural norms.
- **Pioneer:** as students analyze cross-cultural management issues, they learn to think "outside their cultural box."

MODULE INTENDED LEARNING OUTCOMES (ILOs):

1. Analyse cross-cultural management situations using cultural dimension models and make relevant recommendations
2. Analyse problems that expatriates face throughout the expatriation process and make appropriate recommendations
3. Analyse cross-cultural communication and multicultural team situations and recommend solutions

4. Analyse people management issues in international business alliance situations and make pertinent recommendations
5. Make recommendations on how to do business in a chosen business culture.

TOPICS COVERED:

- The importance and meaning of culture in international business
- Conceptual frameworks for identifying and analysing cultural differences
- Managing expatriates effectively
- Cross-cultural communication and teamwork
- Managing cultural integration in international joint ventures, mergers, and acquisitions
- "Doing business in" selected countries

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (selected textbooks) :

- Browaey, M-J & Price, R. (2015), Understanding Cross-Cultural Management, 3rd edition, Pearson Education, **ESC Rennes library e-book (2011 edition) and hard copy**
- Moran, R. T., Harris, P. R., Moran, S. V. (2014). Managing Cultural Differences, Taylor & Francis Publishing, **ESC Rennes library e-book and hard copy**

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT – Project Management
PROGRAMME	:	UGTC
CONTACT HOURS / FORMAT	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES: None.

MODULE OBJECTIVES:

This module teaches students why projects matter in a changing business environment, their impact on organizations, how they are created, managed and implemented, how students will be involved as individuals, team members and managers, and how performance relates to projects.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to academic programmes.

This course aims to enable students to understand how to better manage globalisation and other management projects within a business context. Their responsibilities are then better appreciated for all aspects of project related decisions and implementation. This course aims to enable them to draw on all aspects of their work here at ESC Rennes to (as far as it is possible) make a success of their projects under the unique conditions that they find themselves. Students will be pioneers in the management and implementation of change at both a strategic and operational level.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Position a project within the overall corporate objectives and strategy
2. Analyze the project-specific environment: resources
3. Determine the project requirements
4. Implement the process of a project
5. Define a clear project goal statement
6. Select various methods and software (WBS, PERT, Gantt...) to organize, structure and schedule a project

7. Resolve team-related problems
8. Use projects for performance

TOPICS COVERED:

- The project manager
- Team management
- Time & resources management
- Complexity - Information management
- Success & performance.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- H. Kerzner H., (2013). Project management: a system approach to planning, scheduling, and controlling, 11th edition. Wiley (**e-Book available**)

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS – M2

PRE-REQUISITE MODULES:

None

MODULE OBJECTIVES:

The main objective of this course is to understand the basic concepts of supply chain management and the link between the different supply chain activities, which cover the activities of purchasing, storing, manufacturing, distributing, and selling.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Within a professional context, this module prepares students to understand the supply chain management and the job opportunities offered by this field. This course gives the basic concepts. Students that are interested in supply chain management will later have the opportunities to deepen their knowledge with more detailed modules.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Describe the main concepts related to supply chain management
2. Understand the relationships between the processes of purchasing, holding inventory, manufacturing, distributing, and selling
3. Analyze the performance criteria in a supply chain
4. Discuss the global factors in supply chain management
5. Know the job market opportunities in the field of supply chain management

TOPICS COVERED:

1. Supply chain configuration
2. Physical and information flows in supply chains
3. Production management
4. Purchasing management

5. Inventory management

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

[1] N. Slack, S. Chambers, R. Johnston, *Operations Management*, Prentice Hall, 5th edition, 2007.

[2] Stevenson W. J., *Production/Operations Management*, 9th edition, McGraw-Hill, 2006.

[3] Cachon, G., Terwiesch, C. *Matching Supply with Demand: An Introduction to Operations Management*. New York, NY: McGraw-Hill / Irwin, Second Edition, 2009



OFFICIAL SYLLABUS

ST401E STRATEGIC MANAGEMENT FUNDAMENTALS

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	PGE2-UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

“MK301N-Fondamentaux du Marketing I”, “MK302E-Marketing Fundamentals II” and “ST303F-Introduction aux Fonctions de l’Entreprise, or equivalent.

MODULE OBJECTIVES:

This module introduces the students to formulating a strategy on an international and global scale.

The concepts relevant to formulating a strategy are described. The module is developed along two basic axes – (1) analysis of the external and internal environment and (2) formulation of the best strategy (business, corporate, international and/or virtual) taking into consideration the economic, social and environmental objectives that a firm needs to achieve to be a good corporate citizen.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module helps to meet the following objectives:

■ Generalist in Management:

- The students develop analytical skills and a critical ability commensurate with an undergraduate level of study,
- They are equipped with the tools and concepts needed to adapt to a dynamic international environment,
- They develop an overview of business operations to be able to decide upon, and contribute to, the strategy of a company or any organization.

■ Global Leader:

- This module extends the knowledge of students about identifying global issues, trends and driving forces which influence the firm and its business environment.

■ Responsible Leader:

- They also learn how to integrate CSR and ethical values in the process of strategic management.

■ Pioneer Leader:

- Through this module students learn how to think strategically about a firm’s future position and how to create and explore strategic actions for achieving the long-term goals.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon completion of the module, you should be able to:

1. Understand the strategic decisions, strategy development process and strategic mission, vision and values,
2. Understand and analyze the external environmental forces affecting domestic and international strategic decisions,
3. Define the industry boundaries and evaluating the forces affecting the industry in which the firm is competing domestically and internationally,
4. Evaluate firm external threats and opportunities and identify a firm's strengths and weaknesses,
5. Define and formulate the business strategy to match the firm's external and internal environment.

TOPICS COVERED:

In this module the following themes will be dealt with:

- Definition of strategy and introduction to the strategy formulation and execution process,
- Corporate Social Responsibility and related values to be considered in strategic management process,
- External Analysis: PESTEL,
- External Analysis: Industry Analysis,
- Internal analysis: SWOT and TOWS Analysis,
- Internal analysis: Value chain analysis, Core competencies and Competitive advantages Analysis,
- Problem/challenge identification,
- Business strategy decision: cost leadership vs differentiation,
- Introduction to corporate strategies.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**■ Required Textbook:**

- Thompson, A. A., Peteraf, M. A., Gamble, J. E., & Strickland, I. A. J. 2015. Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases (20th Revised edition.). New York, NY: McGraw-Hill Inc.,US.



OFFICIAL SYLLABUS

ST403E_TC ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT: ADVANCED

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMME	:	UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

The module aims to introduce the concepts of entrepreneurship and their application in existing firms as well as new start-up firms. This module will cover a range of relevant topics and activities ranging from the features of innovation & entrepreneurship, to the preparation of a start-up business plan.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to academic programmes.

The contents of this module have been designed to meet the global issues associated with entrepreneurship and the issues for which a global entrepreneur is responsible in pioneering new ideas and entrepreneurial businesses.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

After completing this module, the student will be equipped to:

1. Use innovation and creativity in existing companies,
2. Plan and launch a business venture,
3. Act as an internal / external consultant to small companies, i.e., analyse risks, problems and opportunities, and make pertinent recommendations.

TOPICS COVERED:

- Why small businesses are important.
- Entrepreneurs – What motivates them, what makes them successful, the qualities they need.
- Innovation and creativity – How to create a competitive business proposition, carry out customer research; the role of observation and creative skills.

- Strategy for small firms – Short and long-term, customer focus, marketing, product range, financial controls.
- Writing a business plan: Purpose, actions and content - marketing analysis, segmentation, objectives, competitive analysis, people, financials (profitability, cash flow). Students will write how innovation can be included in a business, and plan how innovation fits in a business environment.
- The family and small business – the particular strengths of family businesses and some of the difficulties they have to surmount.
- Franchising – how to be part of a big brand organisation and still be your own boss.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbook:

- Beaver Graham (2002) *Small Business, Entrepreneurship and Enterprise Development*, Financial Times - Prentice Hall.

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMME	:	UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

Business practitioners need to be able to analyse and adapt to a changing business environment influenced by political, cultural and economic factors. The module provides students with the tools and concepts to undertake this analysis, with specific reference to the European continent and the European Union. At the same time, the module aims to introduce students to EU institutions and government as they impact upon the conduct of business activities.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to academic programmes.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse the impact that geopolitical factors have upon economic policy-making in Europe,
2. Identify the fundamental factors underpinning European integration and the development of the EU and other parts of Europe,
3. Distinguish the basic institutions of the EU, in terms of their organization and functions,
4. Analyse the impact common rules and institutions have on the conduct of business,
5. Understand and anticipate changes in Europe and formulate strategies for dealing with them.

TOPICS COVERED:

- Introduction: Europe today.
- Europe in a changing world.
- From European Community to European Union.
- Enlargement and its impact on the nature and politics of the EU.
- EU Policies I.
- EU Policies II. The Single Market.
- Monetary Policy: From the EMS to EMU.

- The euro after 15 years.
- European Foreign and Defence Policy Issues.
- The future of Europe: at a crossroads or with its back to the wall?

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbook:

- Bache, I., Bulmer, S., George, S., and Parker, O. (2014). *Politics in the European Union*. (4th edn). Oxford University Press.

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (<i>Class preparation, homework and assessment</i>)
CREDITS:	3 ECTS

PRE-REQUISITE MODULES: no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tf1.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG 001 N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE : None

LEARNING OBJECTIVES :

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES :

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION :

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME : not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT :

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY :

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY :

General information about France :

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imaginet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English :

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French :

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee, [0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Fall Semester

SESSIONS	TOPICS
1	General Introduction
2	Main phases in the building up of France
3	XIXth. XXth centuries : origins of French people
4	French republican values vs multiculturalism
5	A strong cultural identity : Brittany
6	Education in France
7	Higher Education
8	Analysis of some very recent events
9	Students' choice
10	Conclusion

ACADEMIC AREA	: Human Resource Management – Corporate Social Responsibility
PROGRAMME	: UGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessments)
CREDITS	: 5 ECTS – M1

PRE-REQUISITE MODULES:

Students are expected to have a basic knowledge of corporate policy and strategy and of management in all its dimensions.

MODULE OBJECTIVES:

This course prepares the students to understand, identify and shape the responsibility of business vis-à-vis society and future generations and provides them with a framework for assessing and addressing the ethical nature of business decisions. Central concepts of business ethics will be introduced such as: Corporate Social Responsibility, Sustainable Development, Ethics, Morals and Values and Stakeholder Management.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to academic programmes.

The course will refer to theories and practises taught in management courses or acquired by experiences made during previous internships and/or first work experience.

In line with the school's GRP objectives, the course will highlight the global and responsible aspects of business in each course through analyzing CSR from an international perspective. Additional attention will be given to innovation within the context of social and green entrepreneurship.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Summarize the relevance of CSR given the challenges the world is facing today,
2. Explain the main theoretical and conceptual approaches to CSR,
3. Identify a company's stakeholders and characterize the relationships with them,
4. Assess the strategic opportunities provided by CSR and sustainability,
5. Identify the implications of a CSR policy in the main managerial domains.

TOPICS COVERED:

Central concepts of business ethics will be introduced such as:

- Corporate Social Responsibility,
- Sustainable Development,
- Ethics, Morals and Values,
- Stakeholder Management,
- Social and Green Innovation.

Internationally recognized CSR instruments, standards and related laws will be introduced, e.g. GRI, Global Compact, Rating Agencies, Multi-Stakeholder Initiatives (ETI, FLA, etc.)

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Crowther, David & Aras, Güler. (2008) *Corporate Social Responsibility*. Bookboon. Available at <http://bookboon.com/en/defining-corporate-social-responsibility-ebook>

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME	:	UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Corporate Finance Fundamentals (FI443E or equivalent) and/or Financial Analysis (FI403E or equivalent)

MODULE OBJECTIVES:

This module gives students some insight into jobs which are found in banks, investment firms and insurance companies, such as investment analyst, money manager, portfolio manager or financial planner.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is one of the 2 modules of the Finance Minor (PGE 2 Program).

The other course of the Finance Minor is Financial Risk Management

The module is centered on the **global** aspect of finance in a world which is getting more interactive as ever. In view of the numerous financial crisis, the course deals with related issues and how they could have been averted **responsibly**, making students **pioneers** in this field.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify the different types of markets organizations and their constituents,
2. Classify the market participants according to their objectives and their behaviour,
3. Differentiate the main financial instruments used for investing purposes,
4. Evaluate the risks attached to the use of financial instruments
5. Define an investing strategy and build a stock portfolio,
6. Select a methodology to implement a strategy,
7. Monitor the evolutions of an investment strategy,
8. Assess an investment strategy according to its objectives and asset mix.

TOPICS COVERED:

The main themes of the module are:

- Organization of different security markets, main kinds of investments, relations between risk and return.

- Asset pricing models: the efficient frontier, standardized measure of systematic risk (beta), Capital Asset Pricing Model.
- Basic principles of financial asset management: objectives, preferences, constraints; benchmark selection, performance measurement.
- Valuation principles by asset class, and clues to risk management through derivative instruments.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook):

Frank K. Reilly, Keith C. Brown – *Analysis of Investments and Management of Portfolios* – South-Western (Latest Edition)

ACADEMIC AREA	:	FINANCE - ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	PGE2 – UGTC Level 4
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, assessments & reading)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES: Students are expected to have a knowledge of Corporate Finance Fundamentals and Financial Analysis. Background in mathematics is a plus.

MODULE OBJECTIVES:

Risk Management is a fundamental challenge that financial managers confront in business world. Particularly, the challenges emanating in the aftermath of the 2008 financial crisis - rampant information flows, growing volatility, changing regulatory environment and tight monitoring - increasingly entails a grasp on understanding, measuring, and managing various types of risk. Thus, a holistic enterprise-wide approach towards risk management is essential to cater for the large-scale operations for not only financial institutions but also industrial firms. Risk management establishes standards for aggregating disparate information, gathering market data, calculating risk measures and creating timely reporting tools for management market, credit, and operational risks. This course is aimed to provide its participants an understanding about the basic concepts of risk, its measurement and management particularly in the context of financial institutions.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This course is one of the 2 modules of the Corporate Finance Minor (PGE 2 Program).

This module is well aligned to the School's GRP Objectives - to prepare future managers to perform in a global environment with an attitude of responsible pioneers. The topics covered in this module provide a *GLOBAL* perspective to understand the issues and challenges related to risk and risk management approaches, act in a *RESPONSIBLE* manner while making important financial decisions to minimize risk implications, and be *PIONEER* to meet the challenges of dynamic risk environment particularly in the context of financial institutions.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify the different types of risks threatening a financial institution: market, credit & operational risks.
2. Differentiate the main approaches (Analytical, Historical, Monte Carlo VaR) to implement a risk management policy.
3. Understand the key principles of Basel II and III
4. To analyse the impact of risk on performance (link economic capital / RAROC)

5. Implement in Excel risk measures (Analytical, Historical, Monte Carlo VaR) for portfolio of stocks, bonds and derivatives
6. Monitor and backtest a risk management policy

TOPICS COVERED:

A vast range of topics relating to financial risk management will be covered under this module.

This broadly includes among others:

- Definition of risk and introduction to risk management
- Sources and types of risk
- Value at Risk (VaR), Why and How to use VaR, types of VaR
- Monte Carlo Simulation
- Back Testing
- Credit risk
- Financial Derivatives and Hedging

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook):

Hull, J.C. (2015). *Risk management and financial institutions*, John Wiley & Sons. [eBook available]
(Recommended)

ACADEMIC AREA	: HUMAN RESOURCE MANAGEMENT
PROGRAMME	: PGE2 - UGTC
CONTACT HOURS / FORMAT	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework & assessment)
CREDITS	: 5 ECTS – M1

PRE-REQUISITE MODULES:

Organizational Behavior (OB301E or equivalent)

MODULE OBJECTIVES:

The aim of this module is to provide students with a conceptual framework and practical skills which will equip them to critically assess and deal with strategic HR issues facing international companies.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module contributes to the following aims:

- To be a "junior" specialist in HR management
- To be open to the world and cultural diversity
- To be intellectually agile and methodical in a business context

The module will teach students to think about strategic human resource management from a GLOBAL perspective. They will be exposed to issues of expatriate management, management of international teams and international mergers, acquisitions and joint ventures. Students will also consider issues of ethics and RESPONSIBILITY from a human resource management perspective.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Critically assess the link between company strategy / culture and HRM
2. Identify key success factors in attracting, developing, and retaining key competences.
3. Analyse how HRM can contribute to a successful international merger, acquisition, or alliance
4. Assess the impact of cultural forces on HRM
5. Assess strategic issues in diversity management and employer-employee relations
6. Write a job description
7. Plan and carry out an employment interview

8. Plan and carry out a performance review.
9. Design a simple training program for expatriates
10. Design a compensation package for expatriates

TOPICS COVERED:

- Introduction: why and how HRM is strategic
- Talent management
- Employee engagement
- Strategic HR planning
- Strategic and operational recruiting
- The strategic management of expatriate talent
- Performance management
- Training and development, strategic career planning
- Compensation management
- Strategic HRM in international mergers, acquisitions, and joint ventures
- Diversity management and employer-employee relations

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*. (12th edn). Kogan Page. **(eBook available)**
- Armstrong, M. & Redmond, K. (2012), Armstrong's Handbook of Strategic Human Resource Management, 5th ed., Kogan Page. Available as e-book on library site

ACADEMIC AREA	: HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	: PGE 2 - AUTC
CONTACT HOURS	: 27 hours / 9 x 3 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessment)
CREDITS	: 5 ECTS – M1

PRE-REQUISITE MODULES:

Students are expected to have successfully completed a module of Organizational Behavior or Introduction to Management.

MODULE OBJECTIVES:

This module is designed to provide students considering a career in Human Resources Management the concepts and tools they will need to be effective in an entry-level HR position, which often involves managing recruiting or training.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

This module contributes to the following programme aims:

1. To be a "junior" specialist in HR management
2. To be open to the world and cultural diversity
3. Learn to be intellectually agile and methodical in a business context

Links with the school GRP objective (global responsible pioneer)

Global: the principles covered in a global setting

Responsible: recruiting the right people and then developing them to their potential are social priorities of any company

Pioneer: latest innovations in recruiting and training will be discussed.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Develop an employer branding strategy
2. Write an effective job ad
3. Design and carry out an effective job interview
4. Recommend other appropriate testing and selection techniques

5. Design an effective training program: objectives, delivery, methods, evaluation
6. Make recommendations concerning training venues and providers
7. Evaluate the effectiveness of leadership development and other training programs

TOPICS COVERED:

Recruiting

- Employer branding and other recruiting strategies
- Sourcing candidates and writing job ads
- The make or buy dilemma: internal vs. external recruiting
- The use of social media in recruiting
- Recruiting specific job profiles (engineers, generation Y, ...)
- The legal context: recruiting for diversity and avoiding discrimination in the hiring process
- Interview design and techniques
- Psychometric testing, competency testing, and other selection techniques

Training

- Adult learning theory
- Training program design
- Training methods
- Trainer selection
- Internal and external coaching
- Leadership development
- Evaluating the effectiveness of training and development programs

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (Suggested textbook) :

Armstrong, M. (2012), *Armstrong's Handbook of Human Resource Management Practice*. (12th edn). Kogan Page.

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	PGE 2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Information Technology Management (IS402E or equivalent)

Co-requisite: IS444E Implementation of Business Information Systems (IBIS)

MODULE OBJECTIVES:

All business professionals and managers need to know how to get the best from Information Systems: how to use them, how to specify and procure them, and how to manage relationships with the ICT professionals who build and maintain them. In addition, the executives of the organisation are together responsible for setting the information strategy of the organisation. This information strategy is an integral part of the overall business strategic planning process, and must also be fully aligned with it.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is part of the IS Minor and contributes to the following programme objectives:.

Junior Expert: This module aims to continue to prepare business school graduates for a career in consultancy, the management of the information systems function of an enterprise, the procurement and management of outsourced services.

Global: Most significant businesses and many organizations are international or global in nature, from primary suppliers through corporate projects and operations to marketing and distribution to end consumers. The data flows underlying these chains of coordinated endeavors require a shared understanding of the data and the information derived from it.

Responsible: Businesses have multiple responsibilities: to their owners/shareholders, their employees, the host countries for their facilities and broader social goals as well (among them safety, the environment and privacy.) Good decisions and policies, especially in complex circumstances with potentially long-term consequences, require considered and expert assessment of relevant data. For that they need an efficient IS.

Pioneer: Innovation is a word that encompasses everything from strategy to processes to production to products and more. Increasingly, breakthrough products, services, pricing, distribution and service opportunities have emerged through the use of new data sources, new computing power and new tools and techniques to analyze

previously unimaginable volumes of data. IS443E provides real world insight into these techniques, as well as specific examples of how companies are benefitting today.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify the objectives, techniques and strategies associated with the creation and management of information systems.
2. Describe and evaluate the management of the activities of IS professionals.
3. Analyse the requirements for, and specify, a simple web-based business information system.
4. Model knowledge and plan actions in a systematic way.

TOPICS COVERED:

The abbreviated name of this module, "MIS", can be read two ways:

- Management Information Systems – how information systems are used by managers to assist them in their decision-making and control
- Managing Information Systems – how to manage the activities of in-house ICT (Information and Communications Technology) staff; and how to procure and manage outsourced ICT-related services provided by services suppliers and consultants.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

Laudon, K.C. and Laudon, J.P. (2014). *Essentials of MIS*. (11th edn). Pearson Education.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE 2 – UGTC Level 4
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Students should normally also follow IS443E Management of Information Systems in order to constitute the Minor in Information Systems.

MODULE OBJECTIVES:

By learning how to implement Web-based Business Information Systems (WBIS) you will be in a position to manage critical information system / technology resources on the basis of an experiential understanding of the fundamental infrastructure components of Web-Based Information Systems (WBIS) and their underlying information and communications technologies (ICT). This module is a second stage of preparation of business school graduates for a career in **consultancy**, the **management** of the information systems function of an enterprise, the **procurement and management** of outsourced services or more generally and as **educated and aware users** of the services provided by the firm's own systems department and by consultancy practices, software service companies and web agencies.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is a second-level contribution to the programme objective which requires that graduates are expected to demonstrate knowledge and understanding of information systems and new technology applied to the business field.

This module forms one half of the IS Minor, concerning itself with *what* an IS is and *how* it is built and deployed on the Web. The companion IS443E concentrates on *why* IS are important and *to whom*.

The course contributes two dimensions of GRP concept:

- The course content and cases maintain relevance to *global business* environment
- This course examines the *innovative* approaches to information systems

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this course, you will be able to:

1. Identify and analyse requirements for various types of web-based business information systems WBIS acting in organisations and choose appropriate types of website using appropriate technological approaches.
2. Plan, develop, implement and test a prototype web-based BIS.
3. Reflect on your learning experiences as you evolve and document your problem analysis, design approaches, choice of software, development processes and testing.

TOPICS COVERED:

In this course, we study theoretical principles and real life practices concerning the implementation of Business Information Systems (BIS) using web-oriented Information and Communication Technologies ICT. This module is an introduction to the principles of **content-oriented web publishing** and of **data-driven websites**. (ex. B2C e-commerce sites and B2B e-business sites). However, social networking sites such as Facebook are data-driven but content-focussed; characterised by User Generated Content, UGC. The course shows the essential components of all such systems. Thus the topics include website structure and coding of web pages (HTML, CSS, client and server side scripting), databases and website management for effective deployment and / or development of Business Information Systems.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Felke-morris, T. (2013) *Web development and design foundations with HTML5*, 6th edition, Boston, Pearson.
- Kaushik, A. (2010) *Web Analytics 2.0*, Eyrolles. **(eBook available)**

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE2 - UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE OBJECTIVES:

The general objective of this module is to provide students with an understanding of the concepts related to designing, launching, planning and managing products and brands, with a focus on new product development (from ideas to product launch).

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Junior Expert: Product and brand management is a critical topic for any firm because it involves every department. Effective product and brand management often determines the success of an organization. Therefore, this module is important for students who intend to specialize in marketing or strategic management. It is part of the minor in Consumer Marketing, a prerequisite for PGE3 majors in Marketing or Innovation. It is also of interest to students who want to understand an organization through its brand management strategies.

Global: The contents of this module have been designed to meet the global market requirements in terms of branding and new product development. Hence students will be able to meet any challenges in new product and brand management, irrespective of the market or countries they will be working after their graduation.

Responsible: The module includes topics which enlighten students on the importance of ethics and cultural issues in creating or managing brands, thereby enabling them to become responsible managers.

Pioneer: This course teaches students both the traditional theories as well as contemporary developments in this field, thereby providing them with state of the art knowledge in the field as well as clarifying the importance of lifelong learning to evolve continuously, to become a pioneer in the field of new products and brand management.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Describe and explain all the actions required for each stage of the product and brand management process which include designing, launching, planning and managing.

2. Conduct a brand audit which consists of analysing and evaluating company's existing brand by applying a set of relevant and specific analytical tools following a defined process.
3. Generate and evaluate new ideas (Idea generation and screening), develop concepts for the chosen idea and then test it (concept testing).
4. Design a comprehensive brand plan for new product launch.

TOPICS COVERED:

The module addresses five important issues:

- How do you build brand equity?
- How can brand equity be measured?
- How do you capitalize on brand equity to expand your business?
- How do you manage a brand portfolio?
- What is the innovation process?

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Keller, K. L. (Latest edition) *Strategic brand management: Global edition*. Harlow: Pearson.
- Aaker, D. A. (1991). *Managing Brand Equity: Capitalizing on the value of a Brand Name*. New-York: The Free Press.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE2-UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

The objective of this module is to develop an understanding of the issues involved in the marketing and management of services and especially the differences between the marketing of services and goods. After completing this module, students should be able to apply services marketing principles to a variety of service industry settings.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module integrates issues of marketing, human resource management and operations management, building on previous modules studied, extending and applying them within the context of services organisations. This module is part of the minor in Consumer Marketing. A minor in marketing is a prerequisite for major 8 "International Sales and Retail Management" and Major 10 "International Business Intelligence Management".

This module takes a global perspective by examining the internationalization of services and the global marketing strategies of service organisations. Responsibility is a theme that permeates each discussion on marketing strategies; in particular themes around sustainability and business ethics. Students are required to take a pioneering approach to analyzing and developing a service innovation which could be marketed globally.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Critically assess the role of services in adding value to specific products and to national economies.
2. Identify the unique characteristics of services and their implications for marketing strategies.
3. Apply the expanded services marketing mix of product, price, promotion, place, people, processes and physical evidence.
4. Recognise the links between Marketing, Operations and Human Resource Management in service organisations.
5. Understand the links between key customer experience metrics and profitability; and
6. Develop a global, strategic marketing plan for a service innovation.

TOPICS COVERED:

In order to achieve the learning objectives, the module will focus on the following specific subjects:

- The importance of the service sector of the economy and its export potential.
- The unique characteristics of services and their implications for marketing strategies including expanded marketing mix of product, price, promotion, place, people, processes and physical evidence and the different nature of consumer behavior.
- The links between Marketing, Operations and Human Resource Management in service organisations.
- Key concepts in services marketing management including: service encounters, service blueprinting, relationship marketing, service scripts, and service accessibility.
- Productivity and industrialization of services and the use of IT in services marketing.
- Conceptualizations and measurement of service quality and implementation of service quality improvements such as setting service standards, customer focus, organisational change, leadership, quality tools, quality awards and processes.
- Importance of matching supply and demand of services and most commonly used techniques for managing supply and demand.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Palmer, A., (2011), *Principles of Services Marketing*, 6th edition – McGraw-Hill Book Company, 2011.

ADDITIONAL READING:

- Bates, K.; Bates, H. and Johnston, R. (2003), Linking service to profit: the business case for service excellence, *International Journal of Service Industry Management*, 14 (2), 173-183.
- Bowers, Michael R. and Martin, Charles L. (2007), Trading places: employees as customers, customers as employees, *Journal of Services Marketing*, 21(2), 88-98.
- Cassab, Harold, and MacLachlan, Douglas L (2009) A consumer-based view of multi-channel service, *Journal of Service Management*, 20(1), 52 – 75.
- Cowley E., Farrell C., Edwardson M. (2005), The role of affective expectations in memory for a service encounter, *Journal of Business Research*, 58 (10), 1419-1425.
- Cunningham, Lawrence F.; Young, Clifford E. and Gerlach, James, (2009), A comparison of consumer views of traditional services and self-service technologies, *Journal of Services Marketing*, 23 b(1), 11-23.

- Curran, JM, Meuter, ML & Surprenant, C. F (2003), Intentions to use self-service technologies: A confluence of multiple attitude, *Journal of Service Research*, 5 (3) 209-24.
- Dabholkar, P.A. & Bagozzi, R.P. (2002), An Attitudinal Model of Technology-Based Self Service: Moderating Effects of Consumer Traits and Situational Factors, *Journal of the Academy of Marketing Science*, 30 (3), 184-201.
- Docters, R; Reopel, Mike; Sun ,J-M and; Tanny, S (2004), Capturing the unique value of services: why pricing of services is different, *Journal of Business Strategy*, 25 (2), 23-28.
- Doherty, A.M. and Alexander, N. (2006), Power and control in international retail franchising, *European Journal of Marketing*, 40 (11/12), 1292-1316.
- Grayson, R.A.S. and McNeill, L. S. (2009) Using atmospheric elements in service retailing: understanding the bar environment *Journal of Services Marketing* 23 (7), 517 – 527.
- Grönroos, C., (2001), Guru's view: the perceived service quality concept - a mistake? *Managing Service Quality*, 11 (3), 150-2.
- Gruca, Thomas S. and Rego, Lopo L. (2005), Customer Satisfaction, Cash Flow and Shareholder Value, *Journal of Marketing*, 69 (3), 115-130.
- Heskett, James L., Jones, Thomas O., Loveman, Gary W., Sasser, Jr., W. Earl and Schlesinger, Leonard A, (2008) , Putting the service profit chain to work, *Harvard Business Review*, Vol. 86 (7/8), pp 118-129.
- Hogg, G. Laing, A and Winkelman, D., (2003) The professional service encounter in the age of the Internet: an exploratory study, *Journal of Services Marketing*, 17 (5), pp 476-94.
- Joseph, Mathew; Stone, George (2003), An empirical evaluation of US bank customer perceptions of the impact of technology on service delivery in the banking sector, *International Journal of Retail & Distribution Management*, 31 (4), 190-202.
- Lacznia, R N., DeCarlo, T E. and Ramaswami, S N., (2001), Consumers' responses to negative word-of-mouth communication: An attribution theory perspective, *Journal of Consumer Psychology*, 11 (1), 57-73.
- Law, Rob; Leung, Kenith; Wong, Rjames (2004), The impact of the Internet on travel agencies, *International Journal of Contemporary Hospitality Management*, 16 (2), 100-107.
- Lovelock, Christopher and Gummesson, Evert (2004), Whither services marketing? In Search of a new paradigm and fresh perspectives, *Journal of Service Research*, 7 (1), 20-41.
- Mayer, Karl J.; Bowen, John T.; Moulton, Margaret R. (2003), A proposed model of the descriptors of service process, *Journal of Services Marketing*, 17 (6), 621-639.
- Mellahi K., Jackson T. P. and Sparks L. (2002), An exploratory study into failure of successful organizations: the case of Marks and Spenser, *British Journal of Management*, 13, 15-19.
- Newberry, C.RF., Klemz, B.R. and Boshoff, C. (2003), Managerial implications of predicting purchase behavior from purchase intentions: a retail patronage case study, *Journal of Services Marketing*, 17 (6), 609-20.
- Newholm, Terry; Laing, Angus; and Hogg, Gillian (2006), Assumed empowerment: consuming professional services in the knowledge economy, *European Journal of Marketing*, 40 (9/10), 994-1012.

- Shen, Anyuan and Ball, A. Dwayne (2009), Is personalization of services always a good thing? Exploring the role of technology-mediated personalization in service relationships, *Journal of Services Marketing*, 23 (2), 79-91.
- Slåtten, T; Mehmetoglu, M; Svensson, G and Sværi, S (2009) Atmospheric experiences that emotionally touch customers: A case study from a winter park, *Managing Service Quality*, 19 (6).
- Toivonen ,M and Tuominen ,Y (2009), Emergence of innovations in services , *The Service Industries Journal*, 29 (7), 887-902.
- Vargo, Stephen L. and Lusch, Robert F. (2004), Evolving to a new dominant logic for marketing, *Journal of Marketing*, 68 (1), 1-17.
- Vasconcelos, A F (2008), Broadening even more the internal marketing concept, *European Journal of Marketing*, 42 11/12, 1246 – 1264.
- Walker, RH, Craig-Lees, M, Hecker, R & Francis, H (2002), Technology-enabled service delivery: an investigation of reasons affecting customer adoption and rejection, *The International Journal of Service Industry Management*, 13 (1), 91-106.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	PGE2 - UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessment)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE OBJECTIVES:

This course explores business-to-business marketing in a contemporary business context. The course highlights companies' marketing towards customers in industrial, institutional, and government sectors. Business-to-business marketing encompasses market segmentation, positioning, pricing, communication, physical distribution, customer service and sales management. This course, therefore, examines marketing activities as they occur in value chains of interconnected business networks.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Junior Expert: This module is part of the minor in Industrial Marketing, a pre-requisite for PGE3 majors in Supply Chain Management.

Global: Many B2B markets are of global nature and this module highlights the challenges and opportunities associated with having customers and suppliers from other countries and continents.

Responsible: Several B2B marketing tasks include ethical and environmental considerations. This module therefore emphasizes managers' responsibility with regard to dealing with such issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this module the students will be able to:

1. Demonstrate a coherent and detailed knowledge of B2B marketing concepts and models.
2. Accurately deploy established techniques for analysis of factors that affect value creation in business markets.
3. Evaluate the recent developments in the field of B2B marketing with special attention directed at new technological applications.
4. Describe and comment upon current research in the field of B2B marketing.
5. Demonstrate an ability to identify critical components in value-chains that affect companies' competitive positions in business markets.
6. Appreciate the information requirements for strategy development in B2B markets.

7. Manage own learning in connection to project work.

TOPICS COVERED:

- Segmentation, value chains and value creation in business networks.
- Pricing in the business sector.
- Development of products and services in the business sector.
- Positioning, promotion and sales management.
- Positioning in B2B markets.
- Communication and customer relationships.
- Distribution, logistics and quality management.
- Delivering value.
- Strategy development and evaluation of marketing efforts.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ **Suggested Textbook:**

- Anderson, J. C., Narus J. A. and Narayandas, D. (Latest Edition) *Business Market Management: Understanding, Creating, and Delivering Value*, Pearson Prentice Hall.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, assessments & reading)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

Basic knowledge in Management Science techniques

MODULE OBJECTIVES:

The main objective of this module is to provide students with a sound conceptual understanding of Operations Management (OM), its strategic importance, and its links with other business functions. The course emphasizes OM applications by using theory in conjunction with problem solving tools, so that students may apply their acquired knowledge to real business problems, and work better with people from other departments of the firm.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Junior expert: This module introduces students to the area and techniques of OM and presents a state-of-the-art view of the activities of the operations function.

Together with “SC403E Purchasing and Logistics” they form the PGE2 minor in Logistics and Operation Management” The 2 modules contribute to the school’s mission to prepare “innovative and responsible managers to perform in a global environment” in the following way:

Global: The skills and abilities gained in these modules are applicable to any enterprise operating in any environment.

Responsible: Students learn about the importance of the efficient / optimum use of limited resources.

Pioneer: Students are encouraged to be imaginative and resourceful regarding how they attack problems and analyze issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of the module, the student will be able to:

1. Understand the OM function and the relevant theories that underpin it (Knowledge Outcome)
2. Understand the strategic role of OM for both manufacturing and service organizations in maintaining an organization’s competitive edge. (Knowledge Outcome)

3. Participate as team members in an OM department in undertaking various operational activities. (Ability Outcome)
4. Apply OM methods that they have learnt to their work in other departments, such as marketing. (Ability Outcome)

TOPICS COVERED:

- Process selection and capacity decisions,
- Facility layout and design,
- Forecasting
- Production planning and scheduling,
- Quality management.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- [1] Heizer, J. and Render, B. (2014) *Principles of operations management*, 9th edition, Upper Saddle River, Prentice Hall.
- [2] Krajewski, L.J. & Ritzman, L.P. (2015) *Operations Management*, 11th Edition, Prentice Hall.
- [3] Slack, N. and Chambers, S. et al. (2013) *Operations management*, 7th edition, Prentice Hall.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMMES	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours(Class preparation, homework and assessment)
CREDITS	:	5 ECTS – M1

PRE-REQUISITE MODULES:

There is no specific module that is essential before studying purchasing at this level although it will be assumed that students have a good knowledge of marketing and management issues.

MODULE OBJECTIVES:

This module examines the formulation and implementation of a purchasing strategy for companies of all sizes and in all sectors. The main topic areas in this module include: purchasing and its value to private organizations, the various purchasing policies and methods that are available and the importance of proper sourcing and Supplier Relationship Management.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is part of the PGE2 minor in Industrial Marketing.

With the increasing integration of the global economy and the increasingly competitive nature of the business environment, it is important that students have a clear understanding of the principles of purchasing and supplier sourcing so as to increase the efficiency and value adding capabilities of the organizations that they work for. The knowledge gained from this module will enhance their analytical and decision making skills, which will allow them to make an immediate and valuable contribution upon entering the professional world.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of this course, students will be able to:

1. Explain the importance of purchasing and why this importance is growing significantly.
2. Evaluate the recent developments in this field, including the advantages and disadvantages of new technologies.
3. Comprehend the scope of this subject and the different purchasing policies of organizations.
4. Demonstrate a theoretical and practical knowledge and understanding of buyer's strategies, their purchasing problems, their behaviour as buyers and of buyer-seller relationships in the organizational context.

5. Appreciate the requirements for effectiveness in purchasing strategy. Develop an understanding of the strategic areas of purchasing as they apply in organisations. To achieve this, the development of organizational relationships in strategy evaluation and development must be emphasised.

TOPICS COVERED:

The main topic areas in this module include:

- What is purchasing?
- Who is a buyer?
- What is the purchasing performance?
- Purchasing organization, link with other departments
- Purchasing Strategy and how to implement a global purchasing plan
- What is sourcing?
- How to negotiate?

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Schuh C., (Latest Edition) *The Purchasing Chessboard, 64 methods to reduce cost and increase value with suppliers*, Springer. **(eBook available)**
- Monczka, R.M., Handfield, R.B., Giunipero, L. and Patterson, J.L. (2011) . *Sourcing and supply chain management* (5th edn). South Western.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	PGE2 – UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, assessments & reading)
CREDITS	:	5 ECTS – M2

PRE-REQUISITE MODULES:

SCM: Fundamentals (SC404E or equivalent)

MODULE OBJECTIVES:

The main objective of this course is to understand the different features of purchasing activity: make or buy decisions, supplier selection, supplier evaluation, and procurement. An emphasis will be made on procurement and, basically, on its correlation with inventory and manufacturing management.

CONTRIBUTION TO PROGRAMME OBJECTIVES :

Junior expert: Within a professional context, this module prepares students to work in purchasing and logistics. It provides some extended and technical concepts that deepen the basic concepts studied in the course of SCM: fundamentals.

Together with QM401E Operations Management, they form the PGE2 minor in Logistics and Operation Management. The 2 modules contribute to the school's mission to prepare "innovative and responsible managers to perform in a global environment" in the following way:

Global: The skills and abilities gained in these modules are applicable to any enterprise operating in any environment.

Responsible: Students learn about the importance of the efficient / optimum use of limited resources.

Pioneer: Students are encouraged to be imaginative and resourceful regarding how they attack problems and analyze issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Describe the main purchasing phases
2. Understand the main techniques of supplier selection
3. Acquire some skills in supplier evaluation
4. Master the correlation between procurement, inventory and production planning

TOPICS COVERED:

- Supplier selection
- Supplier evaluation
- Procurement
- Inventory management and warehousing
- Logistics network design
- Green logistics
- Transportation

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:**Suggested textbooks:**

- [1] N. Slack, S. Chambers, R. Johnston, *Operations Management*, Prentice Hall, 5th edition, 2007.
- [2] Stevenson W. J., *Production/Operations Management*, 9th edition, McGraw-Hill, 2006.
- [3] Cachon, G., Terwiesch, C. *Matching Supply with Demand: An Introduction to Operations Management*. New York, NY: McGraw-Hill / Irwin, Second Edition, 2009

ACADEMIC AREA	: STRATEGY-INNOVATION
PROGRAMMES	: IBPM3 - UGTC Level 4
INSTRUCTOR	: Thierry Bossée-Pilon <thierry.bossee-pilon@esc-rennes.com> Adjunct-Faculty Member
CONTACT HOURS	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessment)
CREDITS	: 5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

Anyone wanting to do business in France needs to know the specific cultural aspects of France, the major facts and data concerning its macro-economy and how its legal and managerial specificities will impact business operations.

Thanks to a cross-cultural approach and several comparative analysis, students will understand the potential pitfalls and advantages of doing business in France.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course contributes to meet learning objectives:

Generalist:

- Apply management knowledge and skills, tools and methods in a variety of business contexts and situations.
- Adapt to a rapidly changing environment.
- Being open to the world and cultural diversity.

Global:

Understand France situation and specificities within the European context and the globalized economy.

Responsible:

Manage operations taking into account the interests of all stakeholders in the French context.

Pioneer:

Analyze the 'French touch' in Eco innovation and manage the support of the French innovation system.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

This module aims to enable you to:

1. Describe and compare cultural differences between their own culture and the French culture using cross-cultural approach and frameworks.
2. Explain major trends and key data of the French economy with a macro-economic point of view and with a comparative approach.
3. Understand the economic and social structure and legislation in France, and how this affects business.
4. Be familiar with country-specific managerial practices, do's and don'ts for working in a French context.

TOPICS COVERED:

- Cultural guidelines: cross-cultural approach.
- Macro economy of France: Comparative analysis.
- Starting a business in France.
- Managing operations in France.

TEACHING METHODS:

- Lectures, case studies workshops.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	G	oral	20'	40%	1-4
Final	I	written	2h30	60%	1-4
				Total 100%	

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:

■ Recommended Textbook:

- Schneider, S.C., Stahl, G.K. and Barsoux, J-L. (2014). *Managing Across Cultures*. (3rd edn). Harlow: Pearson Education. (eBook available).
- Whiting, R. (2006). *Starting a Business in France: A step by step guide*. How To Books.
- Starting a business in France, APCE, 2013 - <http://www.apce.com/pid372/to-set-up-a-business.html>
- Doing business, World Bank Report, 2016 - <http://www.doingbusiness.org/>
- OECD economic surveys, France, 2015 - <http://www.oecd.org/eco/surveys/economic-survey-france.htm>

■ Additional Reading:

- French economic Newspapers and Magazines (Les Echos, Le Monde, Le Point, L'Expansion...)
- Harvard Business Review
- Business and Society Review

■ Web sites:

<http://www.institut-entreprise.fr/>

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

MODULE PLAN SESSION**ST305E_TC
DOING BUSINESS IN FRANCE**

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	Presentation of the programme Cultural guidelines Workshop1 Press review about France instructions	Books 'Managing across cultures' 'France ,customs and culture'.
2-3	Press review about France Macro economy of France-Comparative analysis Workshop 2 France a global economic power Workshop 3	INSEE statistics OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
4	Press review about France The main challenges of the French economy Workshop 4	Experts papers OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
5-6	Press review about France Starting a business in France Workshop 5	DB 2014 World Bank report Starting a business in France APCE.
7-8	Press review about France Managing operations in France Workshop 6	http://www.institut-entreprise.fr/ http://www.gouv.fr/
9	Doing business in France : Your Business project	



OFFICIAL SYLLABUS

ST404E_TC2 EUROPEAN GEOPOLITICS

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMME	:	UGTC
CONTACT HOURS	:	27 hours
STUDY TIME	:	95 hours (Class preparation, homework and assessments)
CREDITS	:	5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

Business practitioners need to be able to analyse and adapt to a changing business environment influenced by political, cultural and economic factors. The module provides students with the tools and concepts to undertake this analysis, with specific reference to the European continent and the European Union. At the same time, the module aims to introduce students to EU institutions and government as they impact upon the conduct of business activities.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a free standing course not specifically related to an academic programme.

It aligns with the School mission to "Prepare, through education and research, innovative and responsible managers to perform in a global environment": students understand that geopolitics is a subject automatically including ethical questions in relationship to cultural differences, international negotiations and political power.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse the impact that geopolitical factors have upon economic policy-making in Europe,
2. Identify the fundamental factors underpinning European integration and the development of the EU and other parts of Europe,
3. Distinguish the basic institutions of the EU, in terms of their organization and functions,
4. Analyse the impact common rules and institutions have on the conduct of business,
5. Understand and anticipate changes in Europe and formulate strategies for dealing with them.

TOPICS COVERED:

- Introduction: Europe today.
- Europe in a changing world.
- From European Community to European Union.

- Enlargement and its impact on the nature and politics of the EU.
- EU Policies I.
- EU Policies II. The Single Market.
- Monetary Policy: From the EMS to to EMU.
- The euro after 15 years.
- European Foreign and Defence Policy Issues.
- The future of Europe: at a crossroads or with its back to the wall?

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- El-Agraa A. ed. (2011) *The European Union*, 9th ed., Prentice-Hall. (E-book available)

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (Class preparation, homework and assessment)
CREDITS:	3 ECTS

PRE-REQUISITE MODULES: no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tf1.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG002N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE: None

LEARNING OBJECTIVES:

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES:

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION:

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME: not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY:

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY:

General information about France:

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imagnet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English:

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French:

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee_[0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Spring Semester

SESSIONS	TOPICS
1	Introduction
2	France since 1945
3	Health and social policies
4	Assets and limits of the welfare state
5	Young people in the job market
6	Towards a new work culture
7	French families
8	The European commitment
9	Analysis of some recent events
10	Conclusion – Cheese tasting



FALL SEMESTER				SPRING SEMESTER			
DATES : SEPTEMBER 2018 – DECEMBER 2018 EXAMS : DECEMBER 2018 RESIT EXAMS : JUNE 2019				DATES : JANUARY 2019 – APRIL 2019 EXAMS : APRIL-MAY 2019 RESIT EXAMS : JULY 2019			
COMPULSORY MANAGEMENT MODULES							
		Hours	Credits			Hours	Credits
HR301E_B	International Human Resource Management	24	4	CR301E_B	Business Ethics	24	4
PM301E_B	Project Management	24	4	NG302E_B	International Negotiation Skills	24	4
ST304E_B	Entrepreneurship and Innovation Management: Fundamentals	24	4	ST302E_B	Strategy	24	4
Choose one specialisation track (one track = 3 modules per semester)				Choose one specialisation track (one track = 3 modules per semester)			
FINANCE AND BANKING MODULES							
FI300E_B	Financial Mathematics	24	4	FI302E_B	Financial Markets and Risk Management	24	4
FI301E_B	Concepts of Corporate Finance	24	4	FI304E_B	Banking Systems and Services	24	4
FI303E_B	Financial Analysis	24	4	FI305E_B	Fundamentals of Auditing	24	4
SALES AND MARKETING MODULES							
MK303E_B	Distribution and Channel Management	24	4	MK306E_B	Digital Marketing	24	4
MK304E_B	Marketing Metrics	24	4	MK307E_B	Business to Business Marketing	24	4
NG301E_B	Salesmanship and Sales Force Management	24	4	MK308E_B	Merchandising	24	4
PURCHASING AND SUPPLY CHAIN MODULES							
SC301E_B	Supply Chain Management	24	4	QM311E_B	Production Systems	24	4
SC302E_B	Purchasing Management	24	4	SC304E_B	Sourcing	24	4
SC303E_B	Inventory Management & Warehousing	24	4	SC305E_B	Transportation and Distribution	24	4
TRANSVERSAL SKILLS (Optional)							
				ST305E_TC	Doing Business in France	27	5
COMPULSORY EVENTS							
EV002N	International Fair		-				
EV003N	Career Forum		-				
LANGUAGE MODULES (Optional)							
OLV2F1	French Language	30	3	OLV2F2	French Language	30	3
FG001N	French Culture	30	3	FG002N	French Culture	30	3
Language Modules and "Doing Business in France" are not on offer for students coming from our campus in RABAT							

ACADEMIC AREA	:	HUMAN RESOURCE MANAGEMENT
PROGRAMME(S)	:	IBPM3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework & assessment)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

Organizational behaviour (OB202E or equivalent.)

MODULE OBJECTIVES:

This module aims to introduce students to issues in International Human Resource Management and to develop key skills in organizing and managing a diverse workforce. It focuses on institutional, organizational, motivational and cultural factors that are pivotal to contemporary International human resource management processes and practices. The module covers four main areas that include International industrial and employee relations, organizational psychology, culture and the following international HR activities: compensation, recruitment and retention, training and development, performance appraisal and mergers and acquisition.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module contributes to the following programme aims:

- To be a junior specialist in HR management
- To be open to the world and cultural diversity
- To be intellectually agile and methodical in a business context

This module contributes to the global objective through its international scope regarding HRM practices.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of this module students will be able to:

1. Analyse the differences between domestic and international human resources management theory and practices
2. Assess the risks related to managing an international workforce
3. Assess how the cultural and institutional environments can affect the effectiveness of HRM practices
4. Evaluate how the following HR activities, compensation, recruitment and retention, training and development, performance appraisal and mergers and acquisition can be developed in an international context
5. Analyse emerging International HRM challenges and developments

TOPICS COVERED:

- International Human Resource Management and its roles in the organizational context.
- Job analysis: steps in job analysis; job description; and job specification.
- Work force planning and employment: organizational staffing requirements; recruitment; in an International setting
- International Compensation
- International HRM and performance appraisal
- International HRM and Work motivation, learning and developing
- International industrial and labor Relations.
- Human resource ethics.
- Human Resource Management challenges in the 21 Century.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Armstrong, M., & Taylor, S. (2014) *Armstrong's handbook of human resource management practice*, (13th edn). London, Kogan Page (**eBook available 2012 edition**)
- Dowling, Peter J., Welch, Dennis E., Schuler, Randall S., (Latest Edition) *International Human Resource Management: Managing People in a Multinational Context*, Thomson-South-Western

ACADEMIC AREA	:	Human Resource Management –Project Management
PROGRAMME	:	IBPM3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

The course should allow students to position a project within the overall corporate objectives and strategy, to understand the project-specific environment and to set project requirements, financial and non-financial goals. The course covers the process of a project - namely Start & End, Quality, Methods and Teamwork - defining a clear project goal statement, with goals, deliverables and control requirements.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

- Explain and discuss the use of fundamental business tools
- Analyze how firms operate in a modern business context so as to be able to make a positive contribution to the performance of the firm in a global economic context
- Evaluate the relevance and validity of data and information for management purposes
- Communicate fluently in a foreign language (English) written and oral, in a business context

Though structured around the theory of project management, this course is focused on Global aspect of business and aims at giving students operational capabilities in a business environment.

The concepts presented are applied to business cases or examples and students are constantly invited to reflect on how to put the knowledge in practice.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of this module students will be able to:

1. Assess a project's objectives, scope, budget and constraints, and apply as appropriate the concepts and tools of scheduling and project management in achievement of project objectives,

2. Evaluate and appreciate risk and feasibility, and put in place actions to manage and minimise risk associated with their roles,
3. Assist in the decision making process associated with project choices,
4. Structure, organise and manage small technical, capital, revenue or organisational projects, including appreciation of financial implications and budgets.
5. Compare actual and planned performance, report effectively against the achievement of project goals and schedules, and recommend action as appropriate,
6. Work effectively in, facilitate or manage small project teams, be an effective team member and contributor towards project goals, and work as an integral part of a multi-national project team.

TOPICS COVERED:

The topics covered in Project Management section are:

1. The project financial and non-financial overall environment
2. The roles and responsibilities in project management
3. Project organization
4. Acting as Project Manager and using the Project Management Office
5. Running an effective project team
6. The project process: planning stages, feasibility stages, implementing
7. Project risk management
8. Project closure

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbook:

- H. Kerzner H., (2013). *Project management: a system approach to planning, scheduling, and controlling*. (11th edn). Wiley. **(eBook available)**



OFFICIAL SYLLABUS

ST304E_B ENTREPRENEURSHIP AND INNOVATION MANAGEMENT: FUNDAMENTALS

ACADEMIC AREA	: STRATEGY-INNOVATION
PROGRAMMES	: IBPM3 - UGTC
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4 ECTS – Level 3

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

The purpose of this module is to equip students with the fundamental concepts of entrepreneurship, innovation, and small business management. Upon completion of this module, students will be able to innovate in existing companies as well as starting new businesses either by themselves or as assistants to entrepreneurs.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

- Explain and discuss the use of fundamental business tools and ideas.
- Analyse how firms operate in a modern business context so as to be able to make a positive contribution to the performance of the firm in a global economic context,
- Evaluate the relevance and validity of data and information for management purposes.
- Self-positioning in a fast changing business environment and reflection of the individual ability to pioneer change on both the regional and the international level.
- Communicate fluently in a foreign language (English) written and oral, in a business context.
- Cultivate an attitude of global responsibility and ability to change.

The student will be equipped to critically analyse established business models, to discover new business opportunities, and to manage change in existing organizations. The module combines elements of classical entrepreneurship education with a particular focus on social entrepreneurship and, as a future scenario, opportunities of entrepreneurship in a post-growth society.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Be aware of role-expectations towards an entrepreneur as well as the social relevance of the concept entrepreneurship.
2. Have a basic idea of how to develop ideas and how to turn ideas into innovations.

3. Have an overview of existing forms and infrastructures of start-up financing.
4. Be aware of management challenges in a start-up context as well as of basic tools of overcoming these.
5. Contribute in the development of a ready-to-submit business plan.
6. Have an idea of their own position in and influence on a changing environment for business ventures.

TOPICS COVERED:

- Principles of innovation and opportunity.
- Principles of entrepreneurship and management of start-ups and small businesses.
- Preparation of a start-up business plan.
- Market segmentation and marketing strategies including the use of social media.
- Start-up support infrastructures.
- Social impact of entrepreneurs and the relevance of entrepreneurship to innovation societies.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbooks:

- Bessant, John, and Tidd, Joe (2015). *Innovation and Entrepreneurship*. (3rd edn). Hoboken, New Jersey: John Wiley & Sons.
- Barringer, Bruce R., and R. Duane Ireland (2012). *Entrepreneurship: Successfully Launching New Ventures*. (4th edn). Boston: Pearson. (eBook available).

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	IBPM3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework & assessment)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

Basic knowledge in mathematics

MODULE OBJECTIVES:

Financial mathematics is a building block for a specialisation in finance, particularly for students interested in working in the banking sector. This course gives them the necessary tools to understand the present and the future value of money. Theoretical and practical applications involving the importance of time value of cash flows will be used in a variety of problems.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is part of the specialisation in Finance and Banking for third year students in the IBPM. It enables students to become familiar with English vocabulary and concepts in management accounting and finance, and to use financial information and management accounting tools for decision making.

This course is focused on the quantitative aspect of finance in a world which is getting smaller and smaller and more inter-active as ever.

In view of financial transactions, the course will study the problems that aroused from the use of interest in conventional banks and how these problems could have been averted responsibly, in that making our students pioneers in this field.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Evaluate cash flows at various points in time
2. Determine the effects on future and present value as a result of changes in the rate, term or amount,
3. Differentiate between nominal and effective rates of interest,
4. Calculate the discounted value of a general annuity,
5. Determine the periodic payment of a debt,

TOPICS COVERED:

- The time value of money: discounting and accumulating
- Annuities
- Simple and compound interest
- The concept of discount

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbook):

Cissell, R., Cissell, H. and Flaspohler, D. (1990) *Mathematics of Finance*. (8th edn). Houghton Mifflin C

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	IBPM3 – UGTC
CONTACT HOURS / FORMAT	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework & assessment)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

A basic course of Finance (AC101F and AC102F or equivalent).

MODULE OBJECTIVES:

This module provides an introduction to some key concepts of corporate finance. It first briefly focuses on published financial statements and on ratio analysis, then the concept of time value of money is developed. The last part of the module is devoted to the study of the capital structure of a company and the two main sources of funding: equity and bonds.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is part of the specialisation in Finance and Banking for third year students in the IBPM. It contributes to the learning goal of students becoming junior operational specialist in Finance. It is intended to provide them with the basic concepts of corporate finance, and should get them acquainted with the associated tools. The student starts the acquisition of management problem solving techniques based on accounting and quantitative methods.

This module fits well with the School's GRP objectives, which are to prepare managers ready to perform in a global environment with an attitude of responsible pioneers:

- The students use English in a business context.
- The topics covered in the module provide a *GLOBAL* approach to the students to understand the issues and challenges of the finance world.
- The module enables students to act in a *RESPONSIBLE* manner, while making important financial decisions that may foster significant strategic implications to the corporate world.
- Knowledge of a wide array of topics with the ability to solve complex problems induces confidence in the students to lead from the front and be *PIONEER* to meet the new challenges of a dynamic corporate finance environment.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Understand the time value of money
2. Identify the different sources of financing for a firm and for each of them their advantages and disadvantages
3. Apply the many valuation methods that can be used to value a project
4. Explain what is the working capital
5. choose the appropriate method to value a project in an uncertain environment
6. compare funding alternatives
7. Forecast free cash flows of a firm, and needs of working capital

TOPICS COVERED:

- The corporation
- The Stock Market
- Introduction to financial statements analysis
- Financial Reporting in Practice
- Time value of money
- Valuation in an uncertain environment
- Capital structure in a perfect market
- Capital Structure Fallacies
- Valuing Stocks
- Dividends Versus Investment and Growth
- Valuing Bonds

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbooks) :

Berk J., and De Marzo P. (Latest Edition) *Corporate Finance*, Pearson. **(eBook available)**

Hillier D., and Ross S. (2013) *Corporate Finance*, Mc Graw Hill.

ACADEMIC AREA	:	FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	:	IBPM3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework & assessment)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

A basic course of Finance (AC101F and AC102F or equivalent)

Co-requisite: FI301E_B Concepts of Corporate Finance

MODULE OBJECTIVES:

Financial analysis is compulsory to understand how a business is performing. This module is intended to provide students with the basic concepts of financial analysis, and should get them acquainted with the tools associated. The analysis is based on financial statements that reflect management needs for clear organized financial information.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is part of the specialisation in Finance and Banking for third year students in the IBPM. As the other modules in the specialisation, it enables students to become familiar with English vocabulary and concepts in management accounting and finance, and to use financial information and management accounting tools for decision making.

This course will provide the students with a global approach to perform a responsible financial analysis of firms in a dynamic and uncertain environment, making them pioneers in the financial analysis field by participating in important strategic financial decisions.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Identify the components, purpose, relationships and importance of the main financial statement,
2. Determine the difference between investment and financing
3. Analyse financial performance,
4. Use financial information to assess a company's health and its strategy

TOPICS COVERED:

- The main financial statement (balance sheet, income statement, cash-flow statement)
- Tools of financial analysis
- The working capital analysis
- Analysis of returns (ROCE, ROE)

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY (suggested textbooks) :

Vernimmen P.(Latest edition) "Corporate Finance: Theory and Practice", John Wiley & Sons.

2009 edition : eBook available (Library catalogue <http://mediatheque.esc-rennes.fr>)

Brealey .A., Myers S. (Latest edition), "Principles of Corporate Finance", Mc Graw Hill.

Also available in French: BREALEY R.A., MYERS S.C., *Principes de gestion financière*, Pearson Education, 2003.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	IBPM3 - UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

"MK102E-Marketing Mix" or equivalent.

MODULE OBJECTIVES:

The main objective of this course is to provide students with an overview of different distribution options (wholesaler, retailer, franchise, mail order, e-commerce...), with an emphasis on the following topics: Multi-Channel Strategy, the role of "Place" in the marketing mix, Bricks and clicks – the changing face of distribution, B2B, B2C, C2C configurations etc.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

- Analyse how firms operate in a modern business context so as to be able to make a positive contribution to the performance of the firm in a global economic context.
- Evaluate the relevance and validity of data and information for management purposes.
- Communicate fluently in foreign languages (written/oral) in a business context.

Some international illustrations contribute to the «global» dimension but this course contributes mainly to the «responsible» and «pioneer» dimensions through the workgroup students have to lead. Students are expected to recommend innovative and responsible solutions, especially since the problems of distribution are directly concerned by the issue of environmental impact.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse and evaluate a variety of distribution options for a company (wholesaler, retailer, franchise, mail order, e-tailing...).
2. Identify the needs of channel members, of their customers, and the appropriate tools to be implemented.
3. Recognise the benefits and pitfalls of a multi-channel strategy.

4. Describe the current situation of a good/service from a distribution & Channel strategy point of view, and make strategic recommendations for this good/service.
5. Make recommendations and be able to present them.
6. Present a team work synthesis (or individual work) to the audience.

TOPICS COVERED:

- Overview of different distribution options (wholesaler, retailer, franchise, mail order, e-commerce...).
- The Multi-Channel Strategy.
- The role of "Place" in the marketing mix.
- Bricks and clicks – the changing face of distribution.
- Location analysis.
- B2B, B2C, C2C configurations.
- Using pull & push marketing communications within the channel.
- Overview of French Retail sector (GMS) and major differences with other retailing systems.
- Overview of merchandising.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Recommended Textbook:

- Berman, B. (Latest Edition) *Retail Management: A Strategic Approach*. Pearson.
(E-book available)

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	IBPM3 - UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

Participants should have completed a basic module in marketing and have basic knowledge of Excel spreadsheets.

MODULE OBJECTIVES:

The goal of the module is to create a solid knowledge foundation that will enable students to (1) quantify market opportunities and competitive threats and (2) justify the financial risks and benefits of their decisions in the future. Students gain insight into marketing metrics by learning how to quantify the value of products, customers, distribution channels under different pricing, and promotional scenarios and understand the financial ramifications of day-to-day marketing decisions.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module aims at helping students to be operational in a marketing and/or sales department by gaining both confidence and a firm understanding of the fundamentals of data-based marketing. A mastery of data-based marketing will become a means for students to differentiate and position themselves for career advancement in an ever more challenging environment.

The module will help students to make a positive contribution to the performance of the firm in a global economic context (Global). It also leads them to make marketing decisions in the most ethical way in order to balance between business performance objectives and sustainability (Responsible).

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Establish core concepts of marketing metrics,
2. Recognize patterns of mutual reinforcement and interdependence of marketing metrics,
3. Apply marketing metrics into marketing mix models – monitoring relationships between marketing decisions and objectives.

TOPICS COVERED:

The main areas/topics which will be addressed:

- Share of hearts, minds, and markets: Market share, customer perceptions, attitudes and behaviors.
- Margins and profits: Revenues, cost structures, and profitability.
- Product and portfolio management: The metrics behind product strategy and brand equity.
- Customer profitability: The value of individual customers and relationships.
- Pricing strategy: Price sensitivity and optimization.
- Promotion: Temporary promotions, coupons, rebates, and trade allowances.
- Online, email, and mobile metrics: Specialized metrics for web-based, mobile, and email campaigns.
- Marketing and finance: Finance evaluation and marketing programs.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

- Bendle, N. T., Farris, P. W., Pfeifer P. E., and Reibstein, D. J. (2015). *Marketing metrics: The manager's guide to measuring marketing performance*. (3rd edn). Pearson Education.

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	IBPM3 - UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

«T_NG102F - Techniques de Vente» - «Méthodologie Rapport de Stage» or equivalent.

MODULE OBJECTIVES:

This course is conceived for anyone that plans to work, and particularly those who will have an executive position or wish to pursue a career in selling and sales management. The objectives of this course are to impart solid practical and theoretical skills. These include a thorough understanding of the different types of selling and the techniques associated with them, the triangle: sales team, Organization and Client, sales force organization (territory etc.), the role of the sales manager (managing teams / motivation / incentives), sales strategy (Commercial Action Plan), and simply professionally interacting with others.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to fulfil the following IPBM3 programme objectives:

- Analyse how firms operate in a modern business context so as to be able to make a positive contribution to the performance of the firm in a global economic context.
- Evaluate the relevance and validity of data and information for management purposes.
- Communicate fluently in foreign languages (written/oral) in a business context.

This module contributes to being global in the outlook and practice of global sales. It aims to train responsible sales people with high ethics and to understand the responsibilities in society and is a pioneer in looking at new innovative ways to improve the customer experience and add to firm profitability in the short and long terms.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

The course aims to prepare students for future sales-oriented jobs within companies by providing them with practical tool box of sales techniques and management techniques relating to the Sales team, the organization and the client.

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

1. Describe the organizational relationships and responsibilities of the sales manager and his team within a company,
2. Relate sales goals to marketing goals and be able to establish Commercial Action Plan, forecasts, budgets and reporting documents linked to the sales strategy,

3. Identify different types of selling and the techniques associated with them,
4. Propose customer management strategies appropriate for different profiles of customers,
5. Technology to support sales and analyse customer data to increase efficiency.

TOPICS COVERED:

In this module the following themes will be dealt with:

- Identifying the differences between selling and negotiating,
- Different types of selling and the techniques associated with them,
- The eternal triangle (Sales team, Organization and Client.),
- Sales force organisation (Territory etc),
- The role of the sales manager (managing teams / motivation / incentives), Sales strategy (Commercial Action Plan) (prospecting and relationship building),
- Professionally interacting with others,
- Ethics in selling.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Recommended Textbooks:

- Manning G.L., Reece B.L., Ahearne M. (2015). *Selling Today: Partnering to Create Value*. (13th edn). Pearson Education International. (eBook available).
- Castleberry S.B. and Tanner J.F. (2014). *Selling: Building Partnerships*. (9th edn). McGraw Hill Higher Education.

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	IBPM 3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

An introductory module to purchasing and logistics (SC201F or equivalent)

MODULE OBJECTIVES:

At the end of this course the student will have a basic understanding of the supply chain, the supply chain decisions and their impacts on performance, the qualitative and quantitative models for the design of supply chains, the role of pricing in a supply chain and some pricing methods, and the environmental considerations in a supply chain.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This is a fundamental module for the Supply Chain specialization. . It is an introduction to the other logistics and supply chain courses. It offers both overall and detailed views of supply chain activities

This course focuses on management and improvement of supply chain processes and performance. It will be valuable for students who would like to pursue a career in consulting or take a position in operations functions in a manufacturing or distribution company.

This module covers all three dimensions of the school GRP objective.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyze the impacts of supply chain decisions on performance
2. Understand the concept of trade-off in a supply chain
3. Develop a framework for making network design decisions.
4. Use optimization for facility location and capacity allocation decisions
5. Understand the role of pricing in a supply chain
6. Describe trade-offs that must be considered when making pricing decisions
7. Understand the importance of sustainability in a supply chain
8. Identify opportunities for improved sustainability in various supply chain drivers

TOPICS COVERED:

The course is based around 4 main themes:

1. Understanding the supply chain
2. Supply chain design
3. Pricing in a supply chain
4. Environmental considerations in a supply chain

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Chopra, S. and Meindl, P. (2012) *Supply chain management: Strategy, Planning and Operation*, 5th edition, Upper Saddle River, Pearson Education. **[eBook available / Library website]**
- Monczka, R.M., Handfield, R.B., Giunipero, L. and Patterson, J.L. (2011) . *Sourcing and supply chain management* (5th edn). South Western.

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	IBPM 3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

None

MODULE OBJECTIVES:

The main goal of this course is to provide students with a sound conceptual understanding of purchasing function in the context of an international supply chain.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to fulfil the following programme objectives :

- **Junior Operational Specialist:** Functional knowledge and skills linked to analysis and decision-making in specialised management situations. Students learn how to make purchasing decisions in an international context.
- **Global Manager:** Influential Communicator by analyse an practice of business negotiation

Effective multicultural Field Manager as the course will develop cases studies where multicultural management will be discussed.

- **Responsible Manager:** by enhancing the partnership and win-win relationship with the suppliers.
- **Pioneer:** The developments are based on the most innovative methods and concepts recently discussed as well on academic research as on in-field management practices of the most advanced organizations, in an international context:

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Purchasing function as an adding value process
2. Search, Analyze, Assess the suppliers, products and markets,
3. Segment purchases in families by homogenous markets
4. Identify external and internal constraints of each family or market

5. Formulate a purchasing policy according to the company strategy
6. Purchasing function management and appropriate dash-board

TOPICS COVERED:

- Systemic approach of the purchasing function,
- Business Process Analysis of the three intertwined processes of supply, purchase and purchasing marketing,
- Theory of constraints to build an analytical model of market segmentation.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

Lysons, C. and Farrington, B. (Latest edition) *Purchasing and Supply Chain Management*, Prentice Hall.
(eBook available)

ACADEMIC AREA	:	SUPPLY CHAIN MANAGEMENT
PROGRAMME(S)	:	IBPM 3 – UGTC Level 3
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES: Familiarity with basic notions of probability.

MODULE OBJECTIVES:

The goal of the course is to help students become effective managers in today's competitive global environment. It will be valuable for students who would like to pursue a career in consulting or take a position in operations functions in a manufacturing or distribution firm. The course will examine supply chain management concepts used as a competitive weapon in the business environment. Particularly, this course will focus on demand forecasting methods, inventory management systems with known and unknown demand and its associated cost and Material Requirements Planning. Emphasis will be placed on the application of these concepts to business situations.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to fulfil the following programme objectives :

- **Junior Operational Specialist** - Students have a good grasp of specialist tools related to function areas of business and field operations: The students learn the fundamental techniques in supply chain. They will be able to use quantitative methods and techniques to solve supply chain problems and calculate costs related to the real world business situations.
- **Global Manager** - Influential Communicator: The student uses English in a business context.

Effective multicultural Field Manager: this module focuses on understanding global supplier capabilities (i.e. inventory management) and the logistics systems that deliver goods to domestic and international markets. The student uses English in a business context

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon completion of this course, student should be able to:

1. Identify the factors that affect demand and be able to use a variety of forecasting techniques to estimate future demand.
2. Illustrate the forecasting techniques with the help of MS Office.
3. Explain the significance of inventory management in business;

4. Explain the role of inventory management across the various functions of the firm and within the broader context of the supply chain.
5. Describe the fundamental inventory models and when to use them in practice;
6. Use quantitative inventory models to make decisions, and explain the logic behind these models;
7. Discuss how uncertainty impacts inventory systems and describe approaches to making inventory decisions when uncertainty is involved.

TOPICS COVERED:

1. Demand Forecasting
2. Inventory Management
3. Distribution Chain Optimization: case study.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

Nahmias, S. (2013) *Production and Operations Analysis*, 6th Edition, McGraw-Hill/Irwin

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (Class preparation, homework and assessment)
CREDITS:	3 ECTS

PRE-REQUISITE MODULES: no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tf1.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG 001 N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE : None

LEARNING OBJECTIVES :

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES :

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION :

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME : not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT :

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY :

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY :

General information about France :

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imagnet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English :

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French :

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee, [0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Fall Semester

SESSIONS	TOPICS
1	General Introduction
2	Main phases in the building up of France
3	XIXth. XXth centuries : origins of French people
4	French republican values vs multiculturalism
5	A strong cultural identity : Brittany
6	Education in France
7	Higher Education
8	Analysis of some very recent events
9	Students' choice
10	Conclusion



DETAILED MODULE OUTLINE

CR301E_B

BUSINESS ETHICS

ACADEMIC AREA	:	Human Resource Management – Corporate Social Responsibility
PROGRAMMES	:	IBPM3-UGTC
INSTRUCTOR	:	Dr. Cyrlene CLAASEN < cyrlene.claasen@esc-rennes.com >
CONTACT HOURS / FORMAT	:	24 hours (8 sessions x 3 hours)
STUDY TIME	:	76 hours
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

This module puts business situation and management decisions in the context of diverse stakeholder expectations, the tension between market demands and the objective of sustainable development and conflicting values. Ethical theory and stakeholder analysis are introduced as theoretical frameworks for the analysis of business situations and decisions.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to the programme learning objectives (PLO) of educating managers that are generalist (PLO 1), that can introduce organisational change (PLO 5) and importantly are actors enabling sustainable development (PLO 4) while respecting the points of views and values of diverse stakeholders (PLO 3).

Business Ethics is debated and elaborated upon on a global level as well as on a national and local level. The local and national level is influenced by the discourse on a global level, and the students will increase their awareness about ethics on an international level also through examples from different countries and regions. Knowledge of ethical issues increases the ability to reflect on responsibility and the students will learn how business can act in order to increase responsibility towards various stakeholders. Many actions that relate to ethics demand changes and adaptations of the «conventional business paradigm» and as companies take ethical issues into consideration, they innovate new approaches which often give rise to new market opportunities.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyse the ethical nature of typical business decisions.
2. Describe the various ethical issues that can affect the various stakeholders of a firm and the firm itself.
3. Describe the key corporate ethical programs and tools used in business ethics such as codes of conducts, accountability guidelines, social and environmental audits and stakeholder management.

TOPICS COVERED:

- Introduction of business ethics concepts.
- Values in business.
- Theories of business ethics.
- Ethical decision making.
- Stakeholder and issue management.
- Controlling and reporting on social and environmental performance.
- Creating more sustainable business models.

LINKS WITH COMPANIES:

Case studies and presentations with company examples describing ethical issues, ways that companies respond and considerations about how to develop ethics in business.

TEACHING METHODS:

Lectures, class discussions, group work on case studies and exercises and students' presentations will alternate in this course.

METHODS OF ASSESSMENT:

Assessment	Type	Length of exam	Weight %	ILOs assessed
1. Group Work	Oral - PowerPoint Presentation	N/A	30%	1-3
2. Group and Individual	Class Discussion Online Questionnaire	N/A	10%	1-2
3. Final (Individual) Exam	Written exam	3 hours	60%	1-3

Oral Presentation

The oral presentation will be in PowerPoint format and STRICTLY 15-20 minutes long (including all materials such as videos and examples). Videos should not be longer than 3 minutes and parts of longer videos can be shown. Each presentation will be accompanied by a **PowerPoint-Presentation**. The power point presentation is to be mailed to the teacher (cyrlene.claasen@esc-renne.com) at least an hour before, but preferably the evening before the presentation is to take place. Each group member will participate during the presentation.

IMPORTANT: Absent group members will be penalized. In case of illness, medical certificates need to be given to the relevant persons in administration on the first floor and the teacher need to be informed via email. Also, group members need to be punctual as late arrival and disorganized presentations will be penalized.

Please make sure before presenting that the computer you are using is compatible with the projection system. Also, if you are going to show videos, please make sure that they are accessible before presenting.

Regarding the content of the presentation, students will do independent research using books, journals and databases of the Library and information available on the internet. Please include a bibliography of the sources that you have used. **PLEASE PRACTICE YOUR PRESENTATIONS.** Please see table below to understand the grading criteria.

Grading Sheet for Group Assessment

Content <ul style="list-style-type: none">- Questions are answered- Pertinence and force of criticisms- Sources cited at the end- Quality of information- Quantity of information: sufficient, but not excessive.- Quality of slides (graphics, spelling).	/ 30
Structure <ul style="list-style-type: none">- Introduction – Contextualizing the problem and explaining how presentation will proceed.- Body with transitions between the different parts/questions.- Conclusion – not only summary but pointing out the implications and making.	/ 30
Style <ul style="list-style-type: none">- Flow of presentation – transitions are made- Structuring of ideas - explanations- Pace , time management- Overall delivery – no technical hiccups, facing the audience, speaking audibly ...	/ 30
Creativity / ability to keep audience interest <ul style="list-style-type: none">- Introductory statement?- Opinions?- Did something to make it interesting?- Transitions and teamwork- Interaction with the audience	/ 10
TOTAL	/ 100

The topics will be chosen in class per group and are as follows:

1. Ethical Discourse – A possible way of solving business - community conflicts?

Guiding Questions: What is ethical discourse? Why is it considered an effective way of corporate communication? What are the constraints of ethical discourse? In which cases or scenarios is discourse ethics applied? What is the difference between discourse ethics and stakeholder dialogue? Choose a company example of where a company applied or could have applied discourse ethics to resolve a conflict with a community or communities. A suggestion is to look at a mining company example but other examples are also welcome. Please do not use more than two examples. Please give your recommendations for addressing company – community conflicts. State whether you think ethical discourse is a good tool for solving or preventing conflicts.

2. Discrimination in the workplace – Can unfair treatment ever be justified?

Guiding Questions: Define discrimination. What types of discrimination can take place in the workplace? Does it happen more in some industries or companies more than in others? What are some of the ethical consequences of discrimination? Should companies be held accountable for choosing productivity over fair treatment? How do companies deal with diversity in recruitment and promotion processes? Choose a company example where a company was sued for discrimination and explained whether they changed their policies afterwards. Choose a

company example of where a company has clear rules and regulations in place to counter discriminatory practices. Make recommendations of your own.

3. Moral Leadership – Should CEOs and managers display more moral values than other employees?

Guiding Questions: Define moral leadership. Which values are important for moral leadership? What are the ethical issues related to moral leadership? What are the consequences of immoral leadership? Give examples in both cases. Check which laws are important and relevant to moral leadership in one or two countries of your choice and explain your choices. For example, who is held responsible for wrong-doing in companies? This might depend on the laws of the country. Is ethics for managers and personnel two different things? Please list the most important values you consider a moral leader should have.

4. Lobbying – Politics, Power and Deals?

Guiding Questions: Define lobbying. What are some of the ethical consequences of lobbying? In which types industries does it mostly take place more? Which stakeholders are involved or affected by the lobbying process. Explain the role of power and politics in more detail. What role do gifts and bribes play in lobbying? Choose an example of an industry that uses lobbying. Explain shortly how and why Monsanto has been so successful in lobbying for laws in their favor. What alternatives to lobbying can you think of? What is your personal opinion of the practice of lobbying?

5. Business and COP22 – Who is responsible for Climate Change and who should take responsibility?

Guiding Questions: Shortly explain what COP22 is all about. Also, please explain the link between business and COP22. What are some of the propositions? Which countries are involved? Which ethical issues are related to COP22? For example, are all countries equally responsible for global warming and high carbon emissions? Who/ which groups in society are affected by climate change? Choose not more than two examples to present of companies leading the way in the fight against climate change. Do you think that COP22 was a success? Why/ Why not? What do you think should be done to take better care of the environment for future generations? Who should lead the process? Do you think young people are interested enough about the effects of industry on the environment?

6. Global NGOs and Big Business Partnerships – Real or Coercion?

Guiding Questions: Explain what is meant by Global NGOs and Big Business Partnerships. Why could funding of NGO activities by big business be considered unethical? What are some of the ethical implications of such partnerships? Which are some of the stakeholders who could be affected? Who stands to generally gain more with regards to benefits in such partnerships? Please present two examples of Global NGO/ Big Business partnerships where unethical behavior played a role in terms of ethics and ethical conduct. Do you think that it is a good idea for NGOs to work directly with big companies? What can be done to avoid some of the unethical behavior?

7. Ethics and Advertising – Disguising the Truth?

Guiding Questions: Please explain ethical and unethical advertising. What are some of common ethical issues related to advertising? Which type of techniques do companies use to unethically advertise their products? Should companies tell customers everything about the consequences of using a certain product? Which stakeholders are more affected by the unethical conduct of some advertisers? Give two specific examples of how children are used and/ or influenced through unethical advertising and explain the impact this may have on them and their families. What is your opinion about unethical advertising? Do you think companies can be honest and still make the profit targets they aim for?

8. The Ethics of Trophy Hunting – Is killing animals for fun ethical?

Guiding Questions: Please explain what is meant by trophy hunting. What is the profile of trophy hunters? Where is trophy hunting practiced and for what reasons? Why is trophy hunting criticized as a practice? Do trophy hunters have values? What do the proponents of trophy hunting say about the practice? Whose opinions about

the value of trophy hunting should count more – the opponents' or the proponents'? Who are the main stakeholders affected by the practice? Trophy hunters say that they hunt on the principles of 'fair chase' – do you think killing for pleasure is 'fair'? Finally, can trophy hunting, under certain circumstances be seen as ethical?

9. Modern Slavery – Why is it still happening?

Guiding Questions: Please explain what is meant by modern slavery? What are some of the root causes of modern slavery? Where does it take place and why does it still exist even though slavery is illegal in most countries? What is the link between supply chains and modern slavery? What are some of the social and economic impacts of modern slavery and how are these related to ethics? Do you think modern slavery is something we need to discuss more openly? Why do you think that some would avoid talking about modern slavery? Do you think there are effective solutions to solve the issue of modern slavery? Who should be responsible to address this issue?

10. Business ethics, business schools and values - Does exposure to business ethics classes increase ethical behavior?

Guiding Questions: Are people who learn about ethics more prone to changing their (possible) unethical behavior? Which are the types of behavior associated with ethical and unethical conduct? Is being honest as a student the same as being honest in the work place? Provide one or two examples of similarities and/ or differences. Is honesty a value that can change over time? How? What is the difference between individual values and collective or common values? What can happen if these clash or are in opposition? Does business ethics have more positive or negative outcomes for business? Should companies be responsible for ethics training or are employees solely responsible for unethical behavior?

Exercise in Ethical Thinking

The exercise in ethical thinking will take part in two parts – 1. A class discussion on the topic of "Job, robots and artificial intelligence"; and 2. An online questionnaire which needs to be filled out at a date to be confirmed. In part 1 the class members will be divided into groups. The teacher will facilitate the discussion by showing video/s and each group will be asked to summarize their answers.

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

Fake excuses for missing deadlines and group presentation will also lead to disciplinary action.

Finally, it has come to our attention that students sign the attendance sheet on behalf of each other. Should you be found guilty, you will be subject to a disciplinary hearing.

BIBLIOGRAPHY:

■ Recommended Textbook:

Crane, A. and Matten, D. (Latest Edition) *Business Ethics*, Oxford: University Press.

■ Additional Reading:

- Weiss, Joseph W. (latest Edition) *Business Ethics: A Stakeholder and Issues Management Approach*. Thomson Southwestern. **[eBook available]**
- Bird, F.B. Waters, J.A. (1989) Managers' Moral Muteness. *California Management Review*, Vol. XXXI, 73-88.
- Freeman, R. E. (1994) The politics of stakeholder theory. *Business Ethics Quarterly* 4(4) 409–421.
- Freeman, R.E. Wicks, A.C, and Parmar: B. (2004) Stakeholder Theory and “The Corporate Objective Revisited” *Organization Science* 15(3), 364–369.
- Sumatra, G. (2005) Bad Management Theories Are Destroying Good Management Practices, *Academy of Management Learning & Education*, Vol. 4, No. 1, 75–91.
- Wehinger, G. (2013) Banking in a challenging environment: Business models, ethics and approaches towards risks. *OECD Journal: Financial Market Trends*, Vol. 2012/2.

NOTE: Teachers may ask that students read additional articles which do not appear here before class.

MODULE PLAN BY SESSION

CR301E_B BUSINESS ETHICS

SESSIONS	TOPICS	READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS
1	What is Ethics in Business? Introduction of business ethics concepts: – Ethics, Morals and Values	Matten & Crane Chapter 2
2	Which are the theories of Business Ethics? I Classic Theories	Matten & Crane Chapter 3
3	Which are the theories of Business Ethics? II Modern Theories	Matten & Crane Chapter 3
4	What is the role of Business? Stakeholder and issue management Presentations: <u>1. Ethical Discourse</u> <u>2. Discrimination in the workplace</u>	Weiss - Chapter 2 Freeman, R.E. Wicks, A.C, and Parmar: B. (2004) Stakeholder Theory and “The Corporate Objective Revisited” Organization Science 15(3), 364–369.
5	How are moral questions treated in business? Ethical decision making Whistle-blowing Presentations: <u>3. Moral Leadership</u> <u>4. Lobbying</u>	Matten & Crane Chapter 4
6	How can you measure and monitor ethics in business? Exercise: Reading and understanding CSR/Sustainability reports. Presentations: <u>5. Business and COP22</u> <u>6. Global NGOs and Big Business Partnerships</u>	http://www.theguardian.com/business/economics-blog/2013/dec/06/gender-equality-women-stereotypes-stop-progress http://www.nytimes.com/2000/11/17/business/coca-cola-settles-racial-bias-case.html
7	Exercise in Ethical Thinking Discussion on Jobs, Robots and Artificial Intelligence Presentations: <u>7. Ethics and Advertising</u> <u>8. The Ethics of Trophy Hunting</u>	TO FILL OUT ONLINE QUESTIONNAIRE (10% of final Grade)
8	REVISION Presentations: <u>9. Modern Slavery</u> <u>10. Business Ethics, Business Schools and values</u>	

ACADEMIC AREA	:	MARKETING
PROGRAMMES	:	IBPM3-UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessment)
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

This course provides the skills and knowledge required for basic negotiation techniques. It provides the students from all Tracks (Sales & Marketing, Finance & Banking, Purchasing & Supply chain) with some theoretical underpinnings of communication and negotiation tools to enable them to get the best out of any negotiation situation in which they may be involved. General and specific counter plays are discussed and practiced through role plays and simulation. Cultural, organizational and environmental factors are addressed for international negotiations.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The field manager is constantly required to negotiate in different situations, whether with external or internal customers. The course takes a «tool kit» approach to equip students with operational negotiation skills.

The students learn how to face negotiation situations in international contexts and to search for and evaluate alternative, creative and ethical solutions for both parties involved. The module contributes to shape the students as Global Responsible Negotiators.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Take into account cultural, organisational and environmental factors impacting on negotiations,
2. Recognise in themselves and others different negotiating styles and preferences,
3. Prepare negotiations and evaluate possible acceptable/unacceptable outcomes.
4. Communicate efficiently as part of the negotiation process.

TOPICS COVERED:

- The psychology of negotiation.
- The need for good communication skills.
- Stages in the bargaining process and mutuality.

- Cultural influence upon negotiation strategies.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

■ Suggested Textbook:

- Fisher, R. & Ury, W.L. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- Lewicki, R., Saunders D. & Barry B. (2011). *Essentials of Negotiation* 2011, 5th Edition, McGraw-Hill.

ACADEMIC AREA	:	STRATEGY-INNOVATION
PROGRAMMES	:	IBPM3 – UGTC Level 3
INSTRUCTORS	:	Linden Cole <linden-blair.cole@esc-rennes.fr> <u>Module Coordinator</u> Adjunct-Faculty Member Dr Ying Feng <ying.feng@esc-rennes.com> Permanent Professor Office Number: 351
CONTACT HOURS / FORMAT	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS - L3

PRE-REQUISITE MODULES:

An acceptable level in the key disciplines of management (economics, marketing and finance) is necessary.

MODULE OBJECTIVES:

This module aims at introducing students with two major perspectives of strategic analyses, namely external analysis and internal analysis. While external analysis helps students understand how firms structurally analyze both macro and industry environment, internal analysis enables students to diagnose firms' activities, resources and (dynamic) capabilities. Combining these two perspectives, students can further learn how to develop strategies at three different levels: business strategy, corporate strategy and international strategy.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module contributes to fulfill the following IPBM3 Programme objectives:

Generalist in field operation management:

- Explain and discuss the use of fundamental business tools.
- Analyze how firms operate in a modern global context can improve their performance.
- Evaluate the relevance and validity of data, information, and knowledge for management purposes.
- Communicate fluently in English (written and oral) in a business context.

GRP field manager:

- Global: All concepts and cases are presented and embedded in an international context.
- Responsible: Students are encouraged to analyze cases and make decisions not just as a responsible manager, but also as any stakeholder involved.
- Pioneer: Students are encouraged to be creative, adventurous and entrepreneurial.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Analyze the external environment structurally.
2. Diagnose the internal environment systematically.
3. Understand, identify and formulate business strategy.
4. Understand, identify and formulate corporate strategy.
5. Understand, identify and formulate international strategy.
6. Understand and make the “Buy, ally or DIY?” decision.

TOPICS COVERED:

- **Analytic toolkits for the external environment.**
 - PESTEL framework for the macro-environment, and Porter's Five Forces for the industry environment.
- **Analytic toolkits for the internal environment.**
 - The Value Chain for firms' activities and VRIN for resources and capabilities.
- **Analytic toolkits for business strategy.**
 - Three Generic Strategies and the Strategy Clock.
- **Analytic toolkits for corporate strategy.**
 - The Ansoff Matrix, the BCG Matrix, the GE-McKinsey Matrix, and the Ashridge Portfolio Display.
- **Analytic toolkits for International strategy.**
 - Porter's Diamond, Four International Strategies, and entry mode selection.
- **Three growth strategies.**
 - Organic development (DIY), mergers and acquisitions (BUY), and strategic alliances (Ally), and the “Buy, Ally or DIY” Matrix.

LINKS WITH COMPANIES:

The module adopts case-study methods extensively with lots of world-renowned enterprises (French or International). It aims to provide students with a balance between theory and practice.

TEACHING METHODS:

This module consists of three main elements: lectures on key concepts, group discussion and application of key concepts, tests on individual learning progress. Students are advised to come prepared (i.e., having read all assigned materials) and participate actively during class.

Case Study Preparation:

Immerse yourself in each case by reading it twice. The first reading will help you obtain an overview, and the second flesh out the detail. Make note to facilitate your understanding and contribution to class discussion.

Devote at least two hours of intensive preparation to each case prior to class. The class discussion will be more fruitful if everyone is fully prepared.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual quiz & participation	Written	1 hour	10%	ILO N°1, N°2, N°3, N°4, N°5, N°6
	Group presentation	Oral	1 hour	15%	
	Group report	Written	10 pages	15%	
Final Exam	Individual	Written	4 hours	60%	ILO N°1, N°2, N°3, N°4, N°5, N°6

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (e.g., sentences, tables or diagram) of books or articles, other students' work or text, diagram, data from the internet without proper referencing, etc. Adding your name to group work in which you have not contributed, or *vice versa*, will lead to disciplinary action for all parties involved. Therefore, plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms, such as submission of the work more than once (e.g., the earlier submission was submitted at another institution without obtaining prior approval), cheating on an examination, aiding other students' dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:

■ Recommended Textbook:

- Johnson, G., Whittington, R., Scholes, K. (2013). *Exploring Strategy*. (10th edn). Harlow: Pearson Education. (eBook available).

■ Additional Reading:

- Strickland A.J., Thompson, A.A., Gamble, John E., Peteraf, M.A., Sutton, C. and Janes, A. (2013). *Crafting and Executing Strategy: The Quest for Competitive Advantage Concepts and Cases*. (1st European Edition). Maidenhead : McGraw-Hill.
- Porter, M.E. (Latest edition). *Competitive Advantage, Creating and Sustaining Superior Performance*. New York : The Free Press.

MODULE PLAN SESSION

ST302E_B – STRATEGY

SESSION	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	Introducing Strategy What is strategy? Studying strategy The strategy lenses	Reading: Johnson <i>et al.</i> (2013), Chapter 1 Case Study: N.A
2	The Environment The macro-environment Industries and sectors Competitors and markets	Reading: Johnson <i>et al.</i> (2013), Chapter 2 Case Study: (P.549-558, 10 pages, 10 th) The Global Pharmaceutical Industry
3	Strategic Capabilities Foundations of strategic capability 'VRIN' characteristics Diagnosing strategic capability	Reading: Johnson <i>et al.</i> (2013), Chapter 3 Case Study: (P.573-585, 13 pages, 9 th) Amazon.com 2007-- early 2009
4	Business Strategy Identifying strategic business units Generic competitive strategies Interactive strategies	Reading: Johnson <i>et al.</i> (2013), Chapter 6 Case Study: (P.612-623, 12 pages, 10 th) Ryanair
5	Corporate Strategy and Diversification Strategy directions Diversification drivers and performance Portfolio matrices	Reading: Johnson <i>et al.</i> (2013), Chapter 7 Case Study: (P.707-714, 8 pages, 10 th) The Mexican Narco
6	International Strategy Internationalization drivers and performance Geographic sources of advantage International strategies Market Selection and entry	Reading: Johnson <i>et al.</i> (2013), Chapter 8 Case Study: (P.647-656, 10 pages, 10 th) SABMiller

SESSION	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
7	Mergers, Acquisitions and Alliances Mergers and acquisitions Strategic alliances To buy, ally or DIY?	Reading: Johnson <i>et al.</i> (2013), Chapter 10 <u>Case Study:</u> (P.709-716, 8 pages, 9 th) International HIV/AIDS Alliance
8	Putting It All Together	Reading: Johnson <i>et al.</i> (2013), All Chapters. <u>Case Study:</u> (11 pages, CC, 9 th) KPMG

ACADEMIC AREA	: FINANCE, ACCOUNTING AND ECONOMICS
PROGRAMME	: IBPM 3 (Track Finance & Banking) – UGTC Level 3
INSTRUCTOR	: Christos ALEXAKIS
OFFICE HOUR	: To be announced
CADENCE	: 24 hours (8 sessions x 3 hours)
STUDY TIME	: 75 hours (Class preparation, homework & assessment)
CREDITS	: 4 ECTS – L3

PRE-REQUISITE MODULES:

It is assumed that students should be familiar with introductory concepts of finance as well as the quantitative type of analysis.

MODULE OBJECTIVES:

This introductory course provides a general overview on the financial markets and risk management. It emphasizes the theoretical and practical understanding of the concepts of financial markets and will get the students acquainted with the tools associated

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is designed for Bachelor in Business' students who have chosen the Finance & Banking specialization. Its contribution to the programme consists in giving students an overview of a main aspect of finance: financial market. The course reflects on the issues of ethics and responsibility in financial markets.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module, students will be able to:

1. Analyze, discuss, and memorize the main concepts and tools of financial markets and risk management
2. Define what a financial asset is and the principal functions of financial asset
3. Determine the various ways to classify financial markets
4. Assess the difference between the primary and secondary markets
5. Describe the participants in financial markets
6. Distinguish between an internal and external market
7. Identify the different types of market structure
8. Have an overview about securities & derivatives market
9. Assess Foreign Exchange Market and Behavioral Finance
10. Have an overview on risk management
11. Explain financial risk management & diversification

TOPICS COVERED:

- Financial Markets: Definition & Structure,
- Financial Institutions & Intermediaries,
- Financial Markets Different Products & Types: Bonds, Stocks, and Foreign Exchange,
- Overview of Derivatives Markets and Securities: Futures, Forwards, Options, and Swaps,

- Behavioral Finance,
- Overview of Risk Management,
- Financial Risk Management & Diversification.

LINKS WITH COMPANIES : none

TEACHING METHODS:

- Lectures will be presented and explained to the students as in "Slides Presentation".
- Class Discussion on: Case studies, Reading Financial News, and Related Articles.
- Class discussion on Real & Practical Examples as well as student's Project Presentations.

METHOD OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Group - Project presentation	Oral presentation + deliver relevant slides	-	30 %	1 – 8
Final	Individual Written final examination	Written	2 hours	70 %	

- *Attendance:* Inquisitive and interactive presence in class is essential and mandatory
- *Readings & Assignments:* Students are expected to review the slides and the articles sent to them in order to prepare for: The Midterm Exam and the Project Presentation
- *Project Presentation:* According to the instructions
- *Final Exam:* There will be in-class written final exam

ACADEMIC INTEGRITY

Academic dishonesty may take the forms of:

1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources.
 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained.
 3. Cheating on an examination.
 4. Submission of work that is not your own without citation.
 5. Adding your name to work to which you have not contributed or allowing another student to do the same.
 6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.
- Please refer to your student handbook for full details.

BIBLIOGRAPHY :

■ REQUIRED READING :

- Ritter, L., Silber, W., Udell, G. (2014). *Principles of Money, Banking & Financial Markets*. Harlow : Pearson Education. **[Book Available]**
- Saunders, A. and Cornett, M. (2012). *Financial Markets and Institutions*. (5th edn) . New-York : McGraw Hill.
- Fabozzi, F. and Modigliani, F. and Jones, F. (2013). *Foundations of Financial Markets and Institutions*. (4th edition). Harlow : Pearson Education. **[eBook Available]**
- Mishkin, F. and Eakins, S.G. (2015) . *Financial Markets and Institutions*. (8th edn). Harlow: Pearson Education.

MODULE PLAN FI 302 E_B

SESSIONS	TOPICS	READING / ASSIGNMENTS TO BE DONE BEFORE CLASS
1	Financial Market Overview	<i>Review Handout</i>
2	Bonds, Stocks, Derivatives and valuation of assets	<i>Review Handout</i>
3	Financial Institutions	<i>Review Handout</i>
4	Companies and Financial Accounts	<i>Review Handout</i>
5	Financial Markets, Tools of Analysis	<i>Review Handout</i>
6	Financial Crisis, Behavioral Finance	<i>Review Handout</i>
7	Financial Risk Management & Diversification	<i>Review Handout</i>
8	Group Project Presentations	<i>Present your work and Review & Questions on the final exam</i>

ACADEMIC AREA	: FINANCE, ACCOUNTING AND ECONOMICS
PROGRAMME	: IBPM 3 - UGTC
INSTRUCTOR	: Chantal PLICHON – chantal.plichon@esc-rennes.fr
OFFICE HOURS	: To be announced
CONTACT HOURS / FORMAT	: 24 hours
STUDY TIME	: 76 hours (Class preparation, homework & assessment)
CREDITS	: 4 ECTS – L3

PRE-REQUISITE MODULES: Basic concepts of finance.

MODULE OBJECTIVES:

This course provides a basic overview of the international banking industry. It gives students an understanding of how banks work internationally and of the diverse products and services that they offer to both the individual customers and corporations.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This module is a mandatory module of the Finance & Banking program of IBPM 3. The learning objectives of the IBPM program that are met through this module are:

1. Students learn the fundamental aspects concerning the banking system.
2. Students use English in a business context.

Links with the school GRP objective (global responsible pioneer)

This course will center on the **global** aspect of finance in a world which is getting more inter-active as ever.

In view of the numerous financial crisis, the course will treat the related issues and how they could have been averted **responsibly**, making our students **pioneers** in this field.

MODULE LEARNING OUTCOMES (ILOs):

By the end of the sessions, students should:

1. Have an overview of the banking system
2. Be able to understand the bankers' jargon, as well as their particular constraints
3. Understand the professional environment in which banking activity may be exercised
4. Know the banking products and services
5. Explain the difference between the different banking operations
6. Identify the role of central banking

TOPICS COVERED

1. Types of banking institution
2. The relationship between these institutions
3. The set of banking products and services (distinction between those offered to personal customers and to corporations)
4. Description of banking activities
5. International banking operations
6. Central banking (regulation, supervision)

LINKS WITH COMPANIES:

There is no direct contact with companies. However, students could have the opportunity to have a comparative perspective on the different banking industries of the key countries.

TEACHING METHODS:

Typically classroom time will be used in the following way:

- Lectures led by the instructor
- Class discussions

In addition, students are expected to prepare themselves through the following mechanisms:

- Reading
- Research and preparation of the case studies

Students are expected to have read all available material before the session. Each session will start with a short presentation of the concepts, where the instructor will be ready to answer questions. The concepts will then be applied to examples taken from international bank website or from recent finance articles when appropriate. Students are expected to take part in class discussion, and to work in small groups when necessary.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Group	Oral and Written		40 %	3 to 5
Final	Individual	Written	Exam 2 hours	60 %	1 to 6

Students' work will be assessed both through continuous assessment & the final exam.

The assessment will be through both individual and group work.

Assessment Type	% of Overall Assessment
Continuous Assessment:	
- Group analysis presentations (written and oral)	35%
- Quiz (written)	5%
Final Examination	60%

Final examination

It may cover any material taught in the module and in the recommended book. It tests the students on their assimilation of the main concepts, on their ability to apply them judiciously on exercises and/or on their aptitude to analyse a situation critically.

Continuous assessment: group work

The class is divided into groups. The assessment consists in two parts:

1. To prepare and perform a presentation of a foreign banking system and of one specific bank within this system, focusing on the organization and the main activities;
2. A written report of their analysis and finding on this foreign banking system and of this specific bank.

ACADEMIC INTEGRITY

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.

BIBLIOGRAPHY:

Recommended Textbook:

- Casu, B., Girardone, and C. Molyneux, P. (2015). *Introduction to Banking*, Pearson Education. **[eBook available]**

Other Readings:

- Heffernan, S. (2004). *Modern Banking*, 2nd edition, John Wiley & Sons **[eBook available]**
- Matthews, K. and Thompson, J. (2014). *The Economics of Banking*. (3rd edn). John Wiley & Sons.
- Madura, Jeff (2012). *Financial markets and institutions*. (10th edn). South-western.
- Fabozzi, Frank J. and Modigliani, Franco (2015). *Capital markets: Institutions and Instruments*. (5th edn). Pearson Education.
- Mishkin, Frederic S. (2015). *Financial Markets and Institutions*. (8th edn). Pearson Education. **[eBook available]**

MODULE PLAN
FI 304 E_B

SESSIONS	TOPICS	ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS
1	Introduction to Banking & Financial System <ul style="list-style-type: none"> Context Banking activities & financial functions Types of <u>financial</u> intermediary 	Chapter 1 – Introduction to Banking
2	Banking Industry and Current Issues <ul style="list-style-type: none"> Financial industry structure International Differences in banking structures & environments 	Chapter 2 – Introduction to Banking
3	Banking Products and Services <ul style="list-style-type: none"> Retail banking Commercial banking 	Chapters 2&3 – Introduction to Banking
4	Banking Products and Services (continued) <ul style="list-style-type: none"> Investment banking International Banking <ul style="list-style-type: none"> Types of international banking offices International Money Market <p style="text-align: center;">QUIZ</p> <p>Continuous assessment presentations</p>	Chapter 4 – Introduction to Banking Review material from previous session for the Quiz.
5	Theory of Central Banking Role <ul style="list-style-type: none"> Financial stability role (macroeconomics) Banking system supervisory role (microeconomics) <p>Continuous assessment presentations</p>	Chapters 5 & 6 – Introduction to Banking
6	Support Banking Activities <ul style="list-style-type: none"> Funding Bank Management Risk Management Asset Liability Management <p>Continuous assessment presentations</p>	Chapter 9 – Introduction to Banking
7	Managing Relationships with Banks <ul style="list-style-type: none"> Selection process Bank relationship management Global account management Account analysis Monitoring bank risk <p>Continuous assessment presentations</p>	
8	Banking in the 21st Century <ul style="list-style-type: none"> Banking competition & Regulations Technological innovation Contract banking Wrap-up <p>Continuous assessment presentations</p>	

ACADEMIC AREA	: FINANCE – ACCOUNTING - ECONOMICS
PROGRAMME(S)	: IBPM 3 – UGTC Level 3
INSTRUCTOR	: Jean SCHIELE
CONTACT HOURS / FORMAT	: 24 hours / 8 sessions of 3 hours each
OFFICE HOURS	: Monday (8:20 – 16:30)
STUDY TIME	: 75 hours (Classroom time, preparation, assessments & reading)
CREDITS	: 4 ECTS – L3

PRE-REQUISITE MODULES: Basic knowledge in financial accounting and financial analysis.

MODULE OBJECTIVES: The course applies an analytical approach and aims at answering questions about the role of auditors and the different characteristics of external auditing. This course is designed to familiarize students with the principles of auditing. By taking this course, students could have a comprehensive approach to enhance their accounting and finance knowledge, and professional skills.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course has theoretical and practical approaches as it is primarily designed to students of the IPBM (3rd year) who would like to have an interest for the accounting profession. It combines a dual approach with an overview of the regulatory and legal framework and of the basic techniques used in auditing, in the financial services industry for example.

Links with the school GRP objective (global responsible pioneer)

This module fits well with the School's GRP Objectives for the following reasons: it gives the student a *global* approach to the external auditing function, highlighting the *globalization* of the accounting and auditing firms. The late crisis pointed out also *the responsibility* of the most internationalized global firms in keeping the financial markets stable and safe. It made evident the loopholes in the existing regulatory framework, opening a new *pioneering* think tank for governments, regulators, lawyers and auditors on the subject.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Knowledge-based outcomes – by the end of the sessions, the students should know:

1. Understand the role and function of internal and external auditors,
2. Identify the risks associated to contemporary management problems and the supervisory role of auditors,
3. Determine the objectives of audit practices.

Skill-based outcomes – by the end of the sessions, the students should be able to:

1. Design and monitor a basic internal control system, in the banking industry for example,
2. Plan and secure a basic audit review to supervise banking operations and assess the internal control system.

TOPICS COVERED:

During the module, the following topics will be covered:

1. Introduction to Audit
2. Auditing Standards & Environment
3. Planning of Audit & Investigation duties

4. Internal Control & Systems Audit
5. Risk Assessment & Financial Statements Audit
6. Key Systems Audit: Revenue and Capital Expenditure
7. Audit Reporting
8. Industry Issues: Audit of Banks Financial Statements

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	Individual	Computer	0h20x4 (Quiz)	40%	All
Final	Individual	Computer	3 hours	60%	All
				Total 100%	

Continuous assessment: Quizzes

To encourage regular work, four (4) quizzes will be administered within classes-sessions to make sure the concepts and techniques taught have been understood. Each quiz has a 10% weight on the final grade.

Final examination

The final examination will be a combination of practical exercises and problems solving. It may cover any material taught in the module. It tests the students on their assimilation of the main concepts, on their ability to apply them judiciously on exercises and/or on their aptitude to analyze critically a situation (contents and date will be released in due course).

LINKS WITH COMPANIES:

All CPA firms use an adaptation of the theory here explained to manage their everyday work. Auditing is giving an opinion on someone else work without redoing all the things by your own. That means that doing so brings you to a risk of error you would like to minimize: rules and techniques developed helps you to find the right way you look for.

TEACHING METHODS:

Discovery of theory in lectures and lessons completed with application exercises and quizzes.

ACADEMIC INTEGRITY

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.

BIBLIOGRAPHY:

Primary reading:

Arens Alvin A. and Elder Randal J. (2016). *Auditing and Assurance Services*. (16th edn). Pearson Education. [eBook available]

Alternative reading:

Davies M. & Aston J. (Latest Edition). *Auditing Fundamentals*. Pearson Education.

MODULE PLAN
FI 305 E_B

SESSIONS	TOPICS	CHAPTERS READING	ASSIGNMENTS TO BE DONE BEFORE CLASS
1	The Auditing Profession Background, Assurance Services, Audit Report, Regulation	1 to 5	-
2	The Audit Process (1) Important Concepts: Audit Planning, Auditors' & Managements' Responsibilities, Management Assertions & Audit Objectives, General Audit Evidence	6 to 7	Exercises
3	The Audit Process (2) Various Aspects of Audit Planning, Risk Assessment, Understanding Internal Control, Auditors' Responsibility for Detecting Fraud, Integrating of Audit Planning & Audit Evidence	8 to 13	Exercises
4	Application of the Audit Process to Sales & Collection Cycle (1) Designing Tests of Controls & Substantive Tests of Transactions, Use of Statistical & Non Statistical Sampling Methods	14 to 15	Exercises
5	Application of the Audit Process to Sales & Collection Cycle (2) Designing Audit Procedures for the Audit of Accounts Receivable, Audit Sampling for Tests of Details of Balances	16 to 17	Exercises
6	Application of the Audit Process to Other Cycles (1) Relationship of Internal Controls, Tests of Transactions & Analytical Procedures to the related BS & IS Accounts to Tests of Details of Balances: Acquisition, Payroll, Inventory & Warehousing,	18 to 21	Exercises
7	Application of the Audit Process to Other Cycles (2) Relationship of Internal Controls, Tests of Transactions & Analytical Procedures to the related BS & IS Accounts to Tests of Details of Balances: Capital Acquisition & Repayment, Cash & Investment Balances	22 to 23	Exercises
8	Completing the Audit After Planning Phase, Two Testing Phases, the Completing Phase is the Final Step of the Audit	24	Exercises

ACADEMIC AREA	: MARKETING
PROGRAMMES	: IBPM3 - UGTC
INSTRUCTORS	: Nathalie Dupuy <ndupuy@ndsolutions-marketing.fr> Adjunct-Faculty Member <u>Module Coordinator</u> Steve Sanazaro <steve.sanazaro@esc-rennes.fr> Adjunct-Faculty Member
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessment)
CREDITS	: 4 ECTS - L3

PRE-REQUISITE MODULES:

“MK101N - Analyse Marketing”, “MK102E - Marketing Mix” and “IS201E - Information Systems and Web based Operations” or equivalent.

MODULE OBJECTIVES:

Digital marketing can be defined as the targeted, measurable, and interactive marketing of products or services using digital technologies to reach and convert leads into customers and retain them. The course is constructed around the idea that Digital marketing is not just a new channel for marketing, but requires the digital marketer to acquire a whole new understanding of how the modern consumer uses and expects technology to help him in his relationship with a brand. The module re-evaluates the planning and execution of marketing mix decisions in the light of digital media such as internet, e-mail, mobile , apps, instant messaging, chatbots, internet of things and social media to reach consumers in a timely, relevant, personal and cost-effective manner and to provide servicing and reinforce customer commitment.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is part of the IBPM Sales and Marketing Specialisation (composed of 6 modules, 3 per semester). The module contributes to fulfilling the IPBM programme objective to develop **functional knowledge and skills linked to analysis and decision-making in *specialized management situations***. At the end of this module students should:

- Have a good grasp of specialist tools related to the digitalization of the marketing function in various business operations.

- Integrate technology systematically and appropriately in their business practices to reach differential advantage in a global and competitive context (PIONEER, GLOBAL), considering marketing as a dynamic field of study that stimulates the constant analysis of future scenarios (technological, economic, social, ethical, etc ...) (RESPONSIBLE, PIONEER and GLOBAL).
- Be articulate and influential communicators and team players within international contexts and teams.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Create a digital marketing strategy,
2. Re-evaluate consumer behavior in the digital age,
3. Integrate digital media into marketing and communications strategies.

TOPICS COVERED:

Presentation of Macro trends in digital media: one-way media (T.V, print, radio) to two-way media (Internet) to many-way media (social, mobile) to personalised-1-to-1 automated media (chatbots).

- Digital marketing strategy: applying digital platforms to reach marketing objectives,
- Digital communication: interactivity, dialogue, permission / opt-in clauses,
- Pricing and place in the digital environment,
- The internet as a support for new business models, i.e., online revenue models, attribution models, innovation and co-creation models,
- The shift from mass marketing to customization,
- E-customers and E-CRM,
- Social media,
- Key vocabulary related to internet / digital applications.

LINKS WITH COMPANIES:

Concepts will be developed with basis on examples of companies. Besides, students will be stimulated to apply concepts in real business situations through the discussion of case studies and exercises.

TEACHING METHODS:

Pre-readings, class discussion, group activities and case studies will supplement initial teacher input.

METHODS OF ASSESSMENT:

- **GROUP WORK (written + oral) : 30% of the final mark (ILO's n°1 - n°2 and n°3).**

Students are expected to develop a digital marketing plan for a company (with basis on a real company or proposing a new business) specifying the name and purpose of the company, the product or service situation analysis (with emphasis on the digital context), objectives strategy, tactics, actions and control.

The plan must be developed basis on digital marketing theories and concepts. Groups will be self-selected within the limitations imposed by the size of the whole group.

Structure of the report:

The report should be 8-12 pages long, excluding the cover page, bibliography page, and annex which should contain exhibits (pictures, transcripts):

1. Cover page: a title, the student's name and an abstract of less than 150 words,
2. Introduction (1/2 page),
3. The main body of your report (overview of the company, product or service, situation analysis, objectives, strategies, tactics, actions, control),
4. Conclusion (1/2 page),
5. Bibliography: list sources in alphabetical order of author's last name,
6. Annex: Pictures illustrating your findings conveying points you are making in the main body of your report should be here and not in the main body.

Format:

The report should be typed, 1,5 space, using 12-point Times New Roman font, and 2 cm margins, top & bottom.

Due date:

The report is to be given to your teacher during the 7th or 8th session with the oral presentation.

Presentation: 30 minutes.

- **GROUP WORK (oral): 10% of the final mark (ILO's n°1 - n°2 and n°3).**

Students are expected to present a summary of one article that has to be read for each class. Each group of students has to prepare one article. This summary should introduce a discussion with the class in introduction of the subject of the day.

Format:

One page summary and a short power point presentation the main elements to discuss about the article in class.

Due date:

Oral presentation at the beginning of each class.

Presentation: 15 minutes.

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	Group	Written and Oral	30 minutes (oral)	30%	N°1-N°2-N°3
Continuous	Group	Oral	15 minutes (oral)	10%	N°1-N°2-N°3
Final	Individual	Written	3 hours	60%	N°1-N°2-N°3
				Total 100%	

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:**■ Recommended Textbooks:**

- Chaffey, D. and Smith, Pr. (2013). *Emarketing excellence: Planning and Optimizing Your Digital Marketing*. (4th edn). Oxon: Routledge. (eBook available).
- Chaffey, D. and Ellis-Chadwick, F. (2015). *Digital Marketing. Strategy, implementation and practice*. (6th edn). Harlow: Pearson Education. (eBook available).

■ Additional Reading:

- Book of articles listed in the module plan session.

MODULE PLAN SESSION

MK306E_B DIGITAL MARKETING

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	<p>Introduction to Digital Marketing - A review of digital tools and trends.</p> <ul style="list-style-type: none">- History of marketing: from traditional marketing to digital marketing.- The difference between e-commerce-business and e-marketing.- Types of on-line presence.- Description of the Internet as a platform: origin of the Internet, Web 1.0 to web 3.0.- Defining a digital marketing strategy.- E-marketing planning and e-strategy.	<p>Read:</p> <ul style="list-style-type: none">- Chaffey, D. and Smith, Pr. (2013). <i>Emarketing excellence: Planning and Optimising Your Digital Marketing</i>. (4th edn). Oxon : Routledge. Chapter 1.- Mc Kinsey (May 2011). <i>The World Gone Digital</i>. Available at http://www.google.fr [Accessed May 2011] E-book available on library site.- Mc Kinsey Quaterly (Oct.2011). <i>The second economy</i>. Available at http://www.google.fr [Accessed Oct.2011] E-book available on library site.- Porter, M.E. (1996). What is strategy? <i>Harvard Business Review</i>. Vol 74, Issue 6, pp. 61-78.

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
2	<p>Digital marketing and the marketing mix: Analysis of the marketing mix concept based the digital perspective.</p> <ul style="list-style-type: none"> - Delivering on-line value proposition to consumers. - Pricing and place in the digital environment. - On-line communication tools. 	<p>Article for discussion in class:</p> <ul style="list-style-type: none"> - Mc Kinsey Quaterly (Mar.2010). <i>Four ways to get more Value from digital Marketing.</i> Available at http://www.mckinsey.com. <p>Read:</p> <ul style="list-style-type: none"> - Chaffey, D. and Smith, Pr. (2013). <i>Emarketing excellence: Planning and Optimising Your Digital Marketing.</i> (4th edn). Oxon: Routledge. Chapter 2.
3	<p>Online communication: building online persuasion discourse:</p> <ul style="list-style-type: none"> - Major trends of on-line communication. - Development of a digital communication approach. -Brand strategy in the digital era. 	<p>Article for discussion in class:</p> <ul style="list-style-type: none"> - Rayport, J. (2013). Advertising's New medium: Human experience. <i>Harvard Business Review</i>. Vol 91, Issue 3, pp. 76-84. <p>Read:</p> <ul style="list-style-type: none"> - Edelman, D.C. (2010). Branding in the Digital Age. <i>Harvard Business Review</i>. Vol 88, Issue 12, pp. 62-69

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
4	Mass Marketing customization and new business models.	<p>Article for discussion in class:</p> <p>- Co-creation: New Pathways to value An overview promise corporation, 2009. Available at http://www.promisecorp.com/documents/COCREATION_REPORT.pdf</p> <p>Read:</p> <p>- Chaffey, D. and Smith, Pr. (2013). <i>Emarketing excellence: Planning and Optimising Your Digital Marketing</i>. (4th edn). Oxon: Routledge. Chapter 3.</p>

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
5	<p>E-customers: motivations, expectations and fears of online consumers.</p> <ul style="list-style-type: none"> - The concept of customer value. - The 4 A's. - The four roles of the consumer. 	<p>Read:</p> <ul style="list-style-type: none"> - Chappius, B.; Duncan, E.; Gaffey, B. and Roche, K. (April 2012). The next stage: six the Digital consumer is changing. <i>McKinsey/Consumer Research</i>. McKinsey and company. 18 p. Available at http://mckinseyonmarketingandsales.com/sites/default/files/pdf/iconsumer_digital_consumer_trends.pdf. <p>Article for discussion in class :</p> <ul style="list-style-type: none"> - Rawson, A.; Duncan, E.; Jones, C. (2013). The truth about customer experience. <i>Harvard Business Review</i>, Vol 91, Issue 11, pp. 26-26 1/2p. <p>Read:</p> <ul style="list-style-type: none"> - Sheth, J.N. and Sisodia, R.S. (2012). The 4 A's of Marketing: Creating value for customers, Companies and Society. New-York: Routledge. Chapters 1 and 2. - Digital consumers Infosys, September 2011. http://www.infosysblogs.com/digital-consumer/;

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
6	E-CRM. <ul style="list-style-type: none"> - E-CRM benefits and challenges. - Relationship marketing: contact strategies. - Nurturing new relationships via Facebook Connect. - Database marketing. - Personalization. - Email marketing. 	<p>Article for discussion in class:</p> <ul style="list-style-type: none"> - Rigby, D.; Ledingham, D. (2004). CRM Done Right. <i>Harvard Business Review</i>. Vol 82 Issue 11, pp. 118-129. <p>Read:</p> <ul style="list-style-type: none"> - Chaffey, D. and Smith, Pr. (2013). <i>Emarketing excellence: Planning and Optimising Your Digital Marketing</i>. (4th edn). Oxon: Routledge. Chapter 8.
7	Social Media. <ul style="list-style-type: none"> - Definition. - Characteristics of social media /traditional media. - Social Media typology: blogs, wikis, social networks. - Crowdsourcing. - Uses (social media marketing): how are social media being used, what services are offered. - Use of social (Facebook, Twitter ...) by brands as communication vehicles, win new customers and retention. <p>½ group presentations course evaluation.</p>	<p>Article for discussion in class:</p> <ul style="list-style-type: none"> - Piskorski, M.J. (2011). Social Strategies that work: Businesses that thrive on social media platforms don't just sell stuff, they also help. <i>Harvard Business Review</i>, Vol. 89 Issue 11, pp. 116-122. <p>Read:</p> <ul style="list-style-type: none"> - Divol, R.; Edelman, E.; Sarrazin, H. (2012). Demystifying Social Media. McKinsey and company. Available at http://www.mckinsey.com/insights/marketing_sales/demystifying_social_med ia - Commerce for the Digital consumer, Infosys, August 2011.

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
8	<p>Digital marketing trends and projections.</p> <p>½ group presentations course evaluation.</p>	<p>Article for discussion in class:</p> <p>MINDING YOUR DIGITAL BUSINESS MCKINSEY GLOBAL SURVEY RESULTS Minding digital Business. (2012). Mc Kinsey Company. Available at http://www.mckinsey.com/insights/business_technology/minding_your_digital_business_mckinsey_global_survey_results</p> <p>Read:</p> <p>- Coumau, J.B.; Fletcher, B.; French, B. Engaging boards on the future of Marketing. Mc Kinsey Company. Available at http://www.mckinsey.com/insights/marketing_sales/engaging_boards_on_the_future_of_marketing</p>

ACADEMIC AREA	: MARKETING
PROGRAMMES	: IBPM3 - UGTC
INSTRUCTOR	: Philip Bloom <philip@phbloom.com> Adjunct-Faculty Member
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessment)
CREDITS	: 4 ECTS - L3

PRE-REQUISITE MODULES:

“MK101N - Marketing Analysis”, “MK102E - Marketing Mix” and “T_NG102F - Techniques de Vente» or equivalent.

MODULE OBJECTIVES:

This module explores the specificities of business-to-business marketing, as opposed to marketing approaches used in business to consumer contexts, comparing and contrasting both. The module examines the formulation and implementation of marketing strategy for any B2B client, not acting as a private individual, who buys and sells products and services for an organisation.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is part of the IBPM Sales and Marketing Specialisation (composed of 6 modules, 3 per semester). The module contributes to fulfilling the IPBM programme objective to develop **functional knowledge and skills linked to analysis and decision-making in specialised management situations**. At the end of this module students should:

- Have a good grasp of specialist tools related to the marketing function in various business to business operations.
- Be able to use these tools to analyze structure and make recommendations regarding the marketing strategy of a B2B company.
- Be articulate and influential communicators and team players within international contexts and teams.
- Adopt a problem-solving stance, proposing innovative, individualized solutions to business customers.
- Ensure that competitive tenders give rise to socially responsible recommendations and decisions.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Demonstrate a coherent and detailed knowledge of B2B marketing concepts and models.

2. Accurately deploy established techniques for analysis of factors that affect value creation in business markets.
3. Evaluate the recent developments in the field of B2B marketing with special attention directed at new technological applications.
4. Describe and comment upon current research in the field of B2B marketing.
5. Demonstrate an ability to identify critical components in value-chains that affect companies' competitive positions in business markets.
6. Appreciate the information requirements for strategy development in B2B markets.
7. Manage own learning in connection to project work.

TOPICS COVERED:

- Comparisons and similarities with b2c marketing.
- Strategy formulation and SWOT analysis in a b2b.
- Marketing research issues and difficulties in obtaining information.
- Segmentation - overlap and differences with b2c.
- Choice, pros / cons of positioning strategies (mass, follower, niche, empty).
- Buyer's behaviour and requirements of trust, confidence and relationship building.
- Products / services marketing.
- Branding ideas outside the resold b2b sector.
- Packaging and its use other than for publicity.

LINKS WITH COMPANIES:

The business-to-business sector represents about 75% of the economy and given the size it is logical that most students will pursue a professional career in this sector. New technology is likely to encourage this dominance of business to business for reasons that will be discussed in class and by case examples. Strategy formulation will be based on practical examples from real organisations.

TEACHING METHODS:

This module involves exercises, student presentations and lectures. The principal method of instruction is lectures with group assignments and in-class cases to further the students' understanding of the dynamics of marketing in the business-to-business context. Academic research is integrated through in-class discussions of articles published in peer-reviewed journals.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	Group, but graded individually	Oral and written	3-4000 word report	40%	N° 5, 6, 7
Final	Individual	Written	3 hours	60%	N° 1, 2, 3 & 4
				Total 100%	

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:

■ Recommended Textbook:

- Brennan, R. and Canning, L. and McDowell, R. (2014). *Business to Business Marketing*. Sage. (eBook available).

■ Additional Reading:

- Ploetner, O. (2012). *Counter Strategies in Global Markets*. New York: Palgrave Macmillan. (eBook available).
- Michel, D. Salle, R., Valla, J.P., Naude, P. (2003). *Business-to-business Marketing: Strategies and Implementation*. (2nd edn). Palgrave.
- Fill, C., Fill, K. E. (2005). *Business to Business Marketing: Relationships, systems and communications*. (4th edition). Prentice Hall. (eBook available).
- Leenders, M. R. (2014). *Purchasing and Supply Management*. (15th edn). McGraw-Hill Higher Education.

- Monczka, R. M., Handfield, R. B. and Giunipero, L.C. (2011). *Sourcing and Supply Chain Management*. (5th edn). South-Western Cengage Learning.

■ **JOURNALS:**

- Industrial Marketing Management - Science Direct database from 1990 to now.
- Journal of Business and Industrial Marketing - Emerald database from 1994 to now.
- European Journal of Marketing - Emerald database from 1989 to now.
- Journal of B2B Marketing - BSC 2000 to present – embargo 18 months, but recent summaries available.
- MIN's B to B - BSC database 2005-2010 – (from 2010 online information portal and newsletter, not only b2b).

N.B:

This list is not exhaustive and there is a very wide selection of specialised press available in the Library. You are expected to carry out substantial research and please remember that to succeed in this course, you are expected to work for about 3 times longer than the class contact hours in the form of pre class reading and preparation, research and writing of the project.

MODULE PLAN SESSION

MK307E_B BUSINESS TO BUSINESS MARKETING

A session-by-session breakdown

SESSIONS	TOPICS	(READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	<ol style="list-style-type: none">1. Overview of b2b marketing including the difficulties of a simple definition.2. Why the traditional lack of interest among students and (historically) some business schools and training centres.3. Comparisons / similarities with b2c marketing and personal qualities to succeed in both.4. Final b2b customers / clients compared to b2b in a supply or distribution chain.5. B2b marketing other than to company clients: 1/ not for profit NGOs, clubs, associations, charities, public institutions, local authorities, government, international organisations and 2/ for profit co-operatives, freelance or other small organisations.6. 10 typical b2b common mistakes and 10 common characteristics.	<p>Chapters 1, 2 and 3</p> <p><u>Case Study: Sud de France Export.</u></p>
2	<ol style="list-style-type: none">1. 'Outside-in' (not 'inside out') when determining strategy formulation - long-term trends of stability or growth in b2b today and the long-term probable decline in b2c.2. Macro hierarchy and weighting in b2b compared to b2c.3. Micro relationships between b2b marketing and others inside organisations, especially sourcing, purchasing and procurement.4. Marketing research issues: difficulties in obtaining information in b2b and business ethics with questionable research techniques and using improperly collected information.	<p>Chapters 4 and 5</p> <p><u>Case Study: Drive-in dry cleaning.</u></p>

SESSIONS	TOPICS	(READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
3	<ol style="list-style-type: none"> 1. B2b segmentation with major micro and macro criteria - the (limited) overlap with b2c. 2. Theory and reality of targeting in difficult micro / macro contexts. 3. Choice of positioning the offer with the pros and cons of 4 strategies (mass, follower, niche, empty). 4. Attacking competitors and defending the chosen positioning. 	<p>Chapter 6</p> <p><u>Case Study:</u> Suite Novotel, Novotel and Mercure hotels.</p>
4	<ol style="list-style-type: none"> 1. B2b client behaviour: requirements of trust, confidence and relationships: how this is or is not modified by e-commerce. 2. Competitive tenders' rules in the public and private sectors: procedures and contract specifications: creation of buying portfolios, power relationships, supply risk impact of purchase decision impact. 	<p>Chapters 2 and 9</p> <p><u>Case Study:</u> Institut Paoli-Calmettes.</p>
5	<ol style="list-style-type: none"> 1. Products/services marketing: comparisons - b2b/b2c marketing mix and life cycles. 2. Innovation and new product development in b2b and b2c. 3. B2b range width rather than b2c depth. 4. Branding and packaging relevance in b2b? 5. Services attached to products (or vice versa). 	<p>Chapter 10</p> <p><u>Case Study:</u> Aristocrat Perfumes.</p>
5	<ol style="list-style-type: none"> 1. Major factors before deciding a price: cost analysis (including indirect subsidies) - sector profit margins and organisational objectives. 2. B2b context of discounts during face-to-face negotiations, reduced quality perceptions with client knowledge, limited elasticity, but renegotiation of the contract specification. 3. Reaction from and anticipation of competitors. 	<p>Chapter 12</p> <p><u>Case Study:</u> MacIntosh-Castigliani.</p>

SESSIONS	TOPICS	(READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
6	<ol style="list-style-type: none"> 1. Communication (part 1): establishing the budget and communication planning. 2. Communication: choice of advertising media: reach, frequency, impact studies. 3. Communication: (internal and external) Public Relations targeting internal or external stakeholders; difficulties of feedback. 	<p>Chapters 7 and 8</p> <p><u>Case Study:</u> Château D'Ax furniture.</p>
6	<ol style="list-style-type: none"> 1. Communication (part 2): direct marketing techniques and keys to succeed. 2. Communication: importance of face-to-face negotiations despite or because of Internet: cultural and psychological factors. 	<p>Chapter 9</p> <p><u>Case Study:</u> Iskra - Letrika.</p>
7	<ol style="list-style-type: none"> 1. Distribution directly from artisans, product manufacturers or service providers. 2. B2b trade fairs, exhibitions and salons. 3. Indirect distribution: warehouses or shops. 4. Logistics and transport distribution choices - INCOTERMS in b2b marketing – packaging and avoidance damage, loss and theft. 	<p>Chapter 11</p> <p><u>Case Study:</u> Haier.</p>
8	<ol style="list-style-type: none"> 1. Verbal group presentations, questions and discussion - written reports to be completed slightly later with specifications to respect. 2. Future of b2b marketing and sector analysis to be integrated into the written report. 	

ACADEMIC AREA	: MARKETING
PROGRAMMES	: IBPM3 - UGTC
INSTRUCTOR:	Dr Marc Porter <marc.porter@esc-rennes.fr> Adjunct-Faculty Member
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessment)
CREDITS	: 4 ECTS - L3

PRE-REQUISITE MODULES:

“MK101N Marketing Analysis”, “MK102E-Marketing Mix” and “T_NG102F - Techniques de Vente” or equivalent.

MODULE OBJECTIVES:

This course provides an overview of the role of the merchandiser, which is to ensure that products appear in the right store, at the appropriate time and in the correct quantities and in an attractive manner for the target consumers. This involves working closely with the buying teams to accurately forecast trends, plan stock levels and monitor performance.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course is part of the IBPM Sales and Marketing Specialisation (composed of 6 modules, 3 per semester).

The module contributes to fulfilling the IPBM programme objective to develop **functional knowledge and skills linked to analysis and decision-making in specialised management situations**. At the end of this module students should:

- Have a good grasp of specialist tools related to the merchandising function in various in-store and on-line retail environments.
- Be able to use these tools to analyze, structure and make recommendations regarding the merchandising strategy of a given company in a given (international) context.
- Be articulate and influential communicators and team players within international contexts and teams.
- Adopt a problem-solving stance, proposing innovative, responsible solutions.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of this module students will be able to:

1. Define the contribution of the merchandiser in a retail environment.
2. Understand the buying issues and traceability of merchandise.
3. Define the needs of shoppers within different shopping environments (on-line / in-store).
4. Propose range structures for different types of products.
5. Analyse sales trends and forecasts.

6. Propose attractive store and shelf layouts to maximize visual impact and sales.
7. Propose different Point of Sale promotions to maximize sales and profits.

TOPICS COVERED:

- The shopper and the retail / on-line environment.
- Range assortment issues linked to sales history and trends.
- Price issues.
- Promotion issues.
- Visual display and showrooming.

LINKS WITH COMPANIES:

Material used will be contemporary and thus relevant to current company practice. It is planned to invite a company representative to demonstrate the application of brand management.

TEACHING METHODS:

The teaching and learning method will be built on existing inter-dependent and independent learning skills. The module sessions will incorporate a variety of methods. The academic themes and knowledge base of the subject areas with the concepts and brand merchandising practices will be presented in a lecture format. Seminar time will be devoted to analyse and critically interpret case studies and other current real-life examples. A key component of the learning process will be additional reading and private study to be carried out between taught sessions. Students are expected to come to class having completed the pre-reading and other assignments, thus allowing them to make a positive contribution to the classroom discussion. Students must have read at least one book in the suggested list by the end of the course. All these books are relevant to the ILO's.

METHODS OF ASSESSMENT:

There will be two types of assessment:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Group Work	Group Project	Oral	30 minutes	40%	ILOs N°1,2,3,4,5,6,7
Final Exam	individual	Written	2 hours	60%	ILOs N°1,2,3,4,5,6,7
				100 %	

In class summary: The professor is able to assess your theoretical understanding through the session exercises.

Presentation: The students will be divided into teams of 5-7 members in order to accomplish a team project. The teams will be formed in the first session and team projects will be assigned accordingly. There will be no written report only oral presentations. The team presentations will be held in the last session and all team members are expected to make a joint presentation. Further details will be discussed in the first session.

ACADEMIC INTEGRITY:

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BIBLIOGRAPHY:**■ Recommended Textbook:**

- Varley, R. (2014). *Retail product management: Buying and merchandising*. (3rd edn). Routledge. (eBook available).

■ Additional Reading:

- VMRD (Visual Merchandising & Retail Design) Magazine
Europresse.com 2013 to present

MODULE PLAN SESSION

MK308E_B MERCHANDISING

A session-by-session breakdown

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	Session 1: Introduction to retail product management. Case Study: Toys 'r' us.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 1 + Case study preparation.
2	Session 2: Retail Product management. Case Study: Associated independent stores.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 2 & 3 + Case study preparation.
3	Session 3: Product range planning and selection. Case Study: Retailer branding (biscuits category).	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 4 + Case study preparation.
4	Session 4: Supply management to product quantity decisions. Case Study: Forecasting the sales of staple product.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 5 & 6 & 7 + Case study preparation.
5	Session 5: Allocating retail space to products. Case Study: Maltmans.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 8 + Case study preparation.
6	Session 6: From retail design to visual merchandising. Case Study: Ben Sherman.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 9 & 10 + Case study preparation.
7	Session 7: Communicating the product offer and evaluating performance. Case Study: Boden.	Rosemary Varley's, "Retail Product Management (2014) Buying and Merchandising". CHAPTER 11 & 12 & 13. + Case study preparation.
8	Group Presentations.	Refer to document 'group project description' for more details.

ACADEMIC AREA	:	Supply Chain Management
PROGRAMME(S)	:	IBPM3 – UGTC
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours (Class preparation, homework and assessments)
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES: None

MODULE OBJECTIVES:

This course introduces students to the area and techniques of manufacturing and production systems and presents a state-of-the-art view of the activities of the operations function.

The course's overall rationale is to give students thorough background knowledge in basic manufacturing and production systems methods and concepts to enable them to appreciate their potential real-world applications.

It is not the objective to teach students to be 'operations managers' or "plant designer"; these come from experience as much as from knowledge and skills. The objective is that students understand the role of managerial decisions in the effective design of products, plant layout, material handling and production planning and control.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

The module is part of the Purchasing and Supply Chain specialisation and covers in particular the topic of production management, providing students with the necessary tools and the functional knowledge and skills linked to analysis and decision-making in this area.

Operations management deals directly with value creation, resources utilization and the quality of products and services offered to customers. Thus, this module is strongly linked to the responsible aspect of business. It is linked also to innovation and global aspect of business through some topics such as: new goods / services and process design, and facility location.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Upon successful completion of the module, the student will be able to:

1. Describe the basic managerial principles in design of products, process and manufacturing & production systems.
2. Analyze the nature of problems of facilities design, manufacturing systems and technologies, machine and manpower requirements, scheduling, balancing and production planning and control.

3. Make recommendations regarding the management of the efficient use of resources-productivity and how to measure and manage the effectiveness of their deployment-quality, how to manage work, etc.

TOPICS COVERED:

- Modern layout and material handling principles and practices,
- Relationships of the management planning, product and process design functions, with the problems of facilities design, manufacturing systems and technologies, machine and manpower requirements, scheduling and production planning and control.,
- Use of basic quantitative techniques in analyzing material flow, computerized layout procedures, and facility location.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	TBA	TBA	TBA	20% to 40%	TBA
Final	TBA	TBA	TBA	60% to 80%	TBA
				Total 100%	

BIBLIOGRAPHY:

Suggested textbooks:

- Slack, Nigel and Chambers, Stuart et al. (2013) *Operations management*, 7th edition, Prentice Hall.
[eBook available]
- Erlach, Klaus (2012) *Value stream design : the way towards a lean factory*. Berlin . Springer Verlag
[eBook available]



DETAILED MODULE OUTLINE

SC304E_B

SOURCING

ACADEMIC AREA	: Supply Chain Management
PROGRAMMES	: IBPM 3 – UGTC Level 3
INSTRUCTOR	: François Constant < francoisconstant@esc-rennes.fr >
CONTACT HOURS / FORMAT	: 24 hours / 8 x 3 hours
STUDY TIME	: 76 hours
CREDITS	: 4 ECTS – L3

PRE-REQUISITE MODULES:

First semester modules (Purchasing and Supply Chain Specialisation)

MODULE OBJECTIVES:

.The objectives of the module are to make students aware of the importance of purchasing as a business discipline and to explore the numerous qualities required to succeed in purchasing if it is chosen as a career.

If it is not, purchasing knowledge will be very useful to work in good and efficient future collaboration with purchasing and procurement leaders.

It provides students with:

- A clear understanding of the integration of the “sourcing step” in the whole procurement process.
- A global overview of the key tools that allows companies to source efficiently goods & services.
- A clear comprehension of the scope of the different purchasing policies and organizations
- A basic knowledge about the sourcing management competencies to develop in order to become a successful sourcing leader

This module presents an overview of the Sourcing management with an emphasis on its value as a centre for cost savings and its strategic importance for improving the operations and efficiency of any organization. It attempts to strike a balance between theory and practice, Case examples represent a variety of industries and companies so that students can analyse and make recommendations for a number of different situations and from a multitude of perspectives

CONTRIBUTION TO PROGRAMME OBJECTIVES:

Junior operational Specialist: With the increasing integration of the global economy and the increasingly competitive nature of the business environment, it is important that students have a clear understanding of the principles of purchasing and supplier sourcing so as to increase the efficiency and value adding capabilities of the organizations that they work for. The knowledge gained from this module will enhance their analytical and decision making skills, which will allow them to make an immediate and valuable contribution upon entering the professional world.

Global: procurement is a transversal activity

Responsible: purchasing involves CSR, limited resources management, ethical business etc...

Pioneer: sourcing aims to find new solutions to customers or user's needs.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

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

1. Provide a situation analysis, regarding spends, suppliers portfolio and sourcing opportunities
2. Develop guidelines of a sourcing strategy
3. Provide recommendations on sourcing alternatives and Supplier Relationship Management
4. Comprehend the scope of sourcing and the different procurement alternatives taking into account the current economic context.

TOPICS COVERED:

- Sourcing management : definition, evolution, difference from one sector to another, from product to services
- The « toolbox » for an efficient sourcing (Rfx, economic dependence, expertise mapping, Kraljic matrix, financial & risk analysis, TCO)
- The e-procurement tools, examples of applications
- Purchasing Category Management & sourcing management
- Sourcing strategy
- SRM & Partnership
- Purchasing measurement & communication
- The key negotiation concepts

LINK WITH AND CONTRIBUTION TO PROGRAMME:

The module contributes to fulfil the program objectives and ILOs

With the increasing integration of the global economy and the increasingly competitive nature of the business environment, it is important that students have a clear understanding of the principles of purchasing and supplier sourcing so as to increase the efficiency and value adding capabilities of the organizations that they work for. The knowledge gained from this module will enhance their analytical and decision making skills, which will allow them to make an immediate and valuable contribution upon entering the professional world.

LINKS WITH COMPANIES:

The module is based on companies' examples, as well as "good practices". It is useful for people aiming to work in privately owned organisations, but also in NPO, as well as public service.

TEACHING METHODS:

As a past professional, the lecturer bases teaching on past experience, as well as numerous actual organisations cases. Teaching method is a mix of reading and analysing cases linking to commonly used good practices, by discussions. Students will participate by different exercises during and outside classes. Internet tools will be shown and used.

And online quiz will be available to make self-evaluation of understanding of the course, in view of the Final Exam.

METHODS OF ASSESSMENT:

Assessment	Individual/ Group	Type (oral, written)	Length of exam	Weight %	ILOs assessed
Group Work	Group	Written + Oral	N/A	30%	Ability to search and evaluate potential sources especially via Internet
Final Exam	Individual	Written	3H	70%	ALL

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, and diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

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BIBLIOGRAPHY:

■ Recommended Textbook:

- Schuh, C. (2012). *The Purchasing Chessboard, 64 methods to reduce cost and increase value with suppliers*. (2nd edn). Springer. (eBook available).
- Johnson, Leenders, Flynn (Latest Edition). *Purchasing and Supply Management*. McGraw Hill Higher Education.

Should the first book be unavailable; any of the books talking about Purchasing and Supply Management (both) should be a good introduction anyway.

■ Additional Reading: A set of readings provided by the lecturer will be available on line

- Johnsen, T.E., Howard, M. and Miemczyk, J. (2014). *Purchasing and Supply Chain Management: A Sustainability Perspective*. Routledge. (E-Book available).
- Monczka, R.M., Handfield, R.B., Giunipero, L. and Patterson, J.L. (2011). *Sourcing and supply chain management*. (5th edn). South Western.
- Ellram, L. and Carr, A. (1994). Strategic purchasing: A history and review of the literature. *International Journal of Purchasing and Materials Management*. Volume 30, Issue 1, March, pp. 9–19.
- Kraljic, P. (1983). Purchasing must become supply management. *Harvard Business Review*. Vol. 61, Issue 5, Sept. – Oct., pp. 109-117.

MODULE PLAN SESSION

SC304E_B
SOURCING

A session-by-session breakdown

SESSIONS	TOPICS	ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS
1	Sourcing management: definition, evolution, difference from one sector to another, from product to services, introduction to 7-steps strategic sourcing process (The « toolbox » for an efficient sourcing).	All docs are put online, on Moodle Read docs for this chapter
2	Case study: sourcing decision in a context of multiple parameters including fx rates, raw material, TCO, toolings, etc... Teamwork.	Read docs for this chapter
3	Steps 1&2 - ABC, Rfx, economic dependence, Kraljic matrix, financial & risk analysis, TCO. How to define a sourcing strategy.	Read docs for this chapter
4	Case study: Global sourcing – Teamwork where students are expected to take a decision of “where to buy” among various scenarios. Multiple parameters including international transport, customs, global supply risk management.	Read docs for this chapter
5	Steps 3&4 - Purchasing Category Management, supplier portfolio selection and sourcing path implementation. E-sourcing tools overview, reverse auctions and web-based purchasing tools.	Read docs for this chapter
6	Case study - Make or Buy study. Simulation of a decision to make or to buy, using a standard tool of decision management. Comparison of both options from a financial perspective.	Read docs for this chapter
7	Step 5-7 – negotiation, contract management, supplier development and partnership. The customer attractiveness model.	Read docs for this chapter
8	Class presentation – Analysis of sourcing strategies from established firms	Homework: PPT presentation + 3000 words doc



DETAILED MODULE OUTLINE

SC305E_B

TRANSPORTATION AND DISTRIBUTION

ACADEMIC AREA	:	Supply Chain Management
PROGRAMMES	:	IBPM 3 – UGTC
INSTRUCTOR	:	Wenyi CHEN < wenyi.chen@esc-rennes.com >
CONTACT HOURS	:	24 hours
STUDY TIME	:	75 hours
CREDITS	:	4 ECTS – L3

PRE-REQUISITE MODULES:

First semester modules of the Purchasing and Supply Chain Specialisation or equivalent modules.

MODULE OBJECTIVES:

The module explains the role of transportation and warehousing in a supply chain and allows students to understand the tradeoffs to be made between transportation and warehousing activities, and how to coordinate them. It introduces students to the different transport modes and network design options, their strengths and weaknesses, the way to select them and how to design a transportation network.

CONTRIBUTION TO PROGRAMME TO PROGRAMME OBJECTIVES :

Junior operational specialist: This module covers two important activities in supply chains: transportation and warehousing. It is a link between the different supply chain modules of the programme.

Global: the module provides students with a wide understanding of how organizations incorporate and manage transportation and distribution in order to enhance their business opportunities.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

By the end of the module the student will be able to:

1. Understand trade-offs in transportation and warehousing
2. Calculate the transportation and warehousing costs
3. Select a transportation mode
4. Design a transportation network

TOPICS COVERED:

- Tradeoffs in logistics
- Transportation mode selection
- Transportation and inventory management policy
- Transportation network design

LINKS WITH COMPANIES:

This module provides students with many tools, in the transportation and distribution field, that can be applied in-company in order to enhance and optimize their business.

TEACHING METHODS:

Lecture notes and case studies.

METHODS OF ASSESSMENT:

Postgraduate modules:

Assessment	Individual / Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Case present & discuss	Group	Oral	-	10%	All
Case write-up (2)	Group	Written	-	20%	All
Class participation	Individual	Oral	-	10%	All
Final Exam	Individual	Written	3 hours	60%	All

Students must work in teams of 3-4 on one case presentation (or act as discussant for one case), and two case write-ups. As per the above evaluation, 30% of your mark, in this module, will be based on group work.

Cases

- Seven-Eleven Japan Co.
- Blue Nile and Diamond Retailing
- Same-day delivery

Case presentation & discussion. Students will submit a written analysis of the three cases, which will be distributed during class. Case presentation will briefly summarize the facts of the case, state the decision situation, present the alternative options, summarize your analysis and conclude with recommendations. **A copy of your slides must be emailed to the instructor by 9:00am on (the preceding) Monday.** These slides will be made available to the Discussant group. Case presentation should not exceed 30 minutes. At the end of each presentation, the discussant group will take the floor with their comments and questions (30 minutes).

Class participation. Students must be prepared for class and participate in the class discussion. Evaluation of student participation will be based substantially on the quality of a student's comments and particularly to their relevance to the topic under consideration.

Case write-ups. Students will submit a written analysis of the two cases, of which the team is not the presenter nor the discussant in class. The case write-ups are **not to exceed 5 pages** (double-spaced, margins of one inch, font size of 11 point). Students will automatically lose one point for each page exceeding the page limit. Students have the option of preparing appendices up to 5 pages to be submitted with the case analysis. These appendices may include graphs, calculations, and diagrams that help clarify issues discussed in the written analysis. Case write-ups are to be submitted to the instructor before the class when they are due. Please find below for more details.

Suggestions for analyzing cases¹.

The goal of analyzing cases are threefold:

- To provide a real-world frame of reference within which to apply theory and concepts.
- To learn to reason well with available data.
- To learn to identify the most important issues and express ideas concisely.

We recommend that you read the case with the following issues in mind:

- What sort of organization is the case about?
- What is the nature of the industry?
- What core product(s) and service(s) are provided?
- What problems does the management face?
- What decisions need to be made, and by whom?
- What are the objectives of the organization and its stakeholders?
- What are the resources and constraints?

Guide to evaluation of case analyses¹.

Case analyses will be evaluated along three dimensions:

- Coverage/ problem identification
 - Identify the problems and/or sources of success with the current operation
 - Discuss the relevant issues supported by information in the case using a framework learned in class or another course.
 - Answer the questions that were asked in the case (excluding recommendations).
- Recommendations/ conclusions
 - Make recommendations to the firm's management.
 - Analyze the risks and problems faced by the firm that adopts these recommendations
 - Provide a strong foundation for your recommendations.
 - Suggest opportunities that the firm should exploit.
- Readability of the document
 - Organize the write-up coherently.
 - Use proper spelling and grammar, and a polished writing style.
 - Use boldface, underlining, itemized lists, etc. to stress key points and structure ideas.
 - Adhere strictly to the limit.
 - Thoughtfully present exhibits, tables, graphs, etc. (only relevant).

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your

¹ Gabriel Bitran, *15.778 Management of Supply Networks for Products and Services, Summer 2004*. (MIT OpenCourseWare: Massachusetts Institute of Technology), <https://ocw.mit.edu/courses/sloan-school-of-management/15-778-management-of-supply-networks-for-products-and-services-summer-2004/index.htm>. (Accessed December 5, 2016). License: Creative commons BY-NC-SA.

name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY:

■ Recommended Textbook:

- Simchi-Levi, D., Kaminsky, P., and Simchi-Levi, E. (2007). *Designing and managing the supply chain: Concepts, strategies, and cases*. (3rd edition) New York: McGraw-Hill.
- Sussman, Joseph. *Introduction to Transportation Systems*. Norwood, MA: Artech House Publishers, 2000. ISBN: 1580531415.

■ Cases :

(1) Seven-Eleven Japan Co.

- Kunitomo, R., 1997. Seven-Eleven is revolutionizing grocery distribution in Japan. *Long Range Planning*, 30(6), pp.877-889.
- Chopra, S. and Meindl, P. *Supply Chain Management: Strategy, Planning, and Operation*. (6th edition), pp.73-79. Pearson.

(2) Blue Nile and diamond retailing

- Chopra, S. and Meindl, P. *Supply Chain Management: Strategy, Planning, and Operation*. (6th edition), pp.115-119. Pearson.

(3) Same-day delivery

- Terry, H. 2015. Same day delivery and how to make money at it. Chicago Consulting. <http://www.chicago-consulting.com/wp-content/uploads/2015/10/Same-Day-Delivery.pdf>

■ Required readings in management:

- Souza, Gilvan C. Supply chain analytics. *Business Horizons* 57.5 (2014): 595-605.
- Ferrell, Linda, and O. C. Ferrell. Redirecting direct selling: High-touch embraces high-tech. *Business horizons* 55.3 (2012): 273-281.
- Kapur, M., Dawar, S., & Ahuja, V. R. (2014). Unlocking the Wealth in Rural Markets. *Harvard Business Review*, 92(6), 113-117.
- Pitt, L., Berthon, P., & Berthon, J. P. (1999). Changing channels: the impact of the Internet on distribution strategy. *Business Horizons*, 42(2), 19-28.

- Thomas, A. R., & Wilkinson, T. J. (2005). It's the distribution, stupid! *Business Horizons*, 48(2), 125-134.
- Oliver, K., Samakh, E., & Heckmann, P. (2007). Rebuilding Lego, brick by brick. *STRATEGY AND BUSINESS*, 48, 58. <http://www.strategy-business.com/article/07306?qko=99ab7>.
- Atasu, A., and L. Van Wassenhove. *Getting to Grips With Take-Back Laws*. IESE Insight, 2011.
- Porter, M. and Kramer, M. Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review* 84, no. 12 (2006): 78–92.
- Stalk Jr, G. (2009). The threat of global gridlock. *Harvard Business Review*, 87(7-8), 126-129.

■ **Additional resources in management science:**

- Bidgoli, H. (2010). *The Handbook of Technology Management, Supply Chain Management, Marketing and Advertising, and Global Management* (Vol. 2). John Wiley & Sons.
- Laporte, G. (1992). The traveling salesman problem: An overview of exact and approximate algorithms. *European Journal of Operational Research*, 59(2), 231-247.
- Laporte, G. (2010). A concise guide to the traveling salesman problem. *Journal of the Operational Research Society*, 61(1), 35-40.
- Pisinger, D., & Ropke, S. (2007). A general heuristic for vehicle routing problems. *Computers & operations research*, 34(8), 2403-2435.
- Van Anholt, R. G., Coelho, L. C., Laporte, G., & Vis, I. F. (2016). An inventory-routing problem with pickups and deliveries arising in the replenishment of automated teller machines. *Transportation Science*.
- Hemmelmayr, Vera C., et al. Models and algorithms for the integrated planning of bin allocation and vehicle routing in solid waste management. *Transportation Science* 48.1 (2013): 103-120.
- Rancourt, M. È., Cordeau, J. F., Laporte, G., & Watkins, B. (2015). Tactical network planning for food aid distribution in Kenya. *Computers & Operations Research*, 56, 68-83.
- Demir, E., Bektaş, T., & Laporte, G. (2014). A review of recent research on green road freight transportation. *European Journal of Operational Research*, 237(3), 775-793.
- Pelletier, S., Jabali, O., & Laporte, G. (2014). Goods distribution with electric vehicles: Review and research perspectives. In *Technical Report CIRRELT-2014-44*. CIRRELT, Montréal, Canada.
- Murray, Chase C., and Amanda G. Chu. The flying sidekick traveling salesman problem: Optimization of drone-assisted parcel delivery. *Transportation Research Part C: Emerging Technologies* 54 (2015): 86-109.

MODULE PLAN SESSION

SC305E_B

TRANSPORTATION AND DISTRIBUTION

A session-by-session breakdown

SESSIONS	TOPICS	ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS
1	Introduction and overview	<i>Required readings:</i> SC Chapter 1; SC Chapter 2.1-2.5
2*	Distribution strategies	<i>Case analysis "Seven-Eleven Japan Co." due.</i> Presenter: Group 1, Discussant: Group 2 <i>Required readings:</i> SC Chapter 7; 8.5.
3	Supply chain network design	<i>Required reading:</i> SC Chapter 3
4*	Practice session: (i) case discussion; (ii) tutorial of supply chain network design problems	<i>Case analysis "Blue Nile" due.</i> Presenter: Group 3, Discussant: Group 4
5	Introduction to freight transportation <ul style="list-style-type: none">• Modes and their characteristics• Intermodality and international transportation Design of transportation network <ul style="list-style-type: none">• Trade-offs• Operations network• Routing and scheduling	Handout.
6*	Practice session: (i) case discussion; (ii) tutorial of transportation problems	Case analysis "The future of same-day delivery" due Presenter: Group 5, Discussant: Group 6
7	Advanced topics: <ul style="list-style-type: none">• Reverse logistics and closed-loop supply chains• Recent development in last-mile deliveries	
8	Course summary and wrap-up	

* *Practice sessions*

ACADEMIC AREA	: STRATEGY-INNOVATION
PROGRAMMES	: IBPM3 - UGTC Level 4
INSTRUCTOR	: Thierry Bossée-Pilon <thierry.bossee-pilon@esc-rennes.com> Adjunct-Faculty Member
CONTACT HOURS	: 27 hours
STUDY TIME	: 95 hours (Class preparation, homework and assessment)
CREDITS	: 5 ECTS - M1

PRE-REQUISITE MODULES:

None.

MODULE OBJECTIVES:

Anyone wanting to do business in France needs to know the specific cultural aspects of France, the major facts and data concerning its macro-economy and how its legal and managerial specificities will impact business operations.

Thanks to a cross-cultural approach and several comparative analysis, students will understand the potential pitfalls and advantages of doing business in France.

CONTRIBUTION TO PROGRAMME OBJECTIVES:

This course contributes to meet learning objectives:

Generalist:

- Apply management knowledge and skills, tools and methods in a variety of business contexts and situations.
- Adapt to a rapidly changing environment.
- Being open to the world and cultural diversity.

Global:

Understand France situation and specificities within the European context and the globalized economy.

Responsible:

Manage operations taking into account the interests of all stakeholders in the French context.

Pioneer:

Analyze the 'French touch' in Eco innovation and manage the support of the French innovation system.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

This module aims to enable you to:

1. Describe and compare cultural differences between their own culture and the French culture using cross-cultural approach and frameworks.
2. Explain major trends and key data of the French economy with a macro-economic point of view and with a comparative approach.
3. Understand the economic and social structure and legislation in France, and how this affects business.
4. Be familiar with country-specific managerial practices, do's and don'ts for working in a French context.

TOPICS COVERED:

- Cultural guidelines: cross-cultural approach.
- Macro economy of France: Comparative analysis.
- Starting a business in France.
- Managing operations in France.

TEACHING METHODS:

- Lectures, case studies workshops.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight (total 100%)	ILOs assessed
Continuous	G	oral	20'	40%	1-4
Final	I	written	2h30	60%	1-4
				Total 100%	

ACADEMIC INTEGRITY:

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

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BIBLIOGRAPHY:

■ Recommended Textbook:

- Schneider, S.C., Stahl, G.K. and Barsoux, J-L. (2014). *Managing Across Cultures*. (3rd edn). Harlow: Pearson Education. (eBook available).
- Whiting, R. (2006). *Starting a Business in France: A step by step guide*. How To Books.
- Starting a business in France, APCE, 2013 - <http://www.apce.com/pid372/to-set-up-a-business.html>
- Doing business, World Bank Report, 2016 - <http://www.doingbusiness.org/>
- OECD economic surveys, France, 2015 - <http://www.oecd.org/eco/surveys/economic-survey-france.htm>

■ Additional Reading:

- French economic Newspapers and Magazines (Les Echos, Le Monde, Le Point, L'Expansion...)
- Harvard Business Review
- Business and Society Review

■ Web sites:

<http://www.institut-entreprise.fr/>

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

MODULE PLAN SESSION**ST305E_TC
DOING BUSINESS IN FRANCE**

SESSIONS	TOPICS	(ACTIVITIES, READING/ ASSIGNMENTS TO BE DONE BEFORE CLASS)
1	Presentation of the programme Cultural guidelines Workshop1 Press review about France instructions	Books 'Managing across cultures' 'France ,customs and culture'.
2-3	Press review about France Macro economy of France-Comparative analysis Workshop 2 France a global economic power Workshop 3	INSEE statistics OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
4	Press review about France The main challenges of the French economy Workshop 4	Experts papers OECD economic surveys, France 2014 Ernst &Young report EIM 2014.
5-6	Press review about France Starting a business in France Workshop 5	DB 2014 World Bank report Starting a business in France APCE.
7-8	Press review about France Managing operations in France Workshop 6	http://www.institut-entreprise.fr/ http://www.gouv.fr/
9	Doing business in France : Your Business project	

DEPARTMENT:	Language Center
PROGRAMME(S) :	CREDIT TRANSFER :
	UNDERGRADUATE AND POSTGRADUATE PROGRAMS
INSTRUCTOR(S):	Co-ordinator:
	Birgit LÜTZENBERGER (birgit.lutzenberger@esc-rennes.fr)
	Office 149
	Instructors: To be announced
OFFICE HOUR:	To be announced
CONTACT HOURS / FORMAT:	30 hours per semester
STUDY TIME:	45 hours (<i>Class preparation, homework and assessment</i>)
CREDITS:	3 ECTS

PRE-REQUISITE MODULES: no pre-requisites

MODULE OBJECTIVES:

By the end of the module the student will have developed skills for communicating in French in everyday and/or professional situations. Some students will be able to present to the TFI – Test Français International.

MODULE INTENDED LEARNING OUTCOMES (ILOs):

Beginner (level A1 of CEFR Common European framework of references for Languages)

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

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Lower intermediate (level A2 of CEFR Common European framework of references for Languages)

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Intermediate (level B1 of CEFR Common European framework of references for Languages)

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper intermediate (level B2 of CEFR Common European framework of references for Languages)

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

TOPICS COVERED:

Depending on the group:
Every situations and professional situations

LINK WITH AND CONTRIBUTION TO PROGRAMME:

To enable international students to integrate French every days life and business situations

LINKS WITH COMPANIES: none**TEACHING METHODS:**

Develop individual communication skills (written and oral work, written and oral comprehension, interaction):

By varying group dynamics (alternating, whole class, small groups and pairs)

By encouraging the student to speak spontaneously and alone

By using a variety of teaching supports (audio, video, etc...).

By using mainly authentic source documentation.

METHODS OF ASSESSMENT:

Assessment	Individual	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	individual	Oral/written	TBA	40%	According to level
Final Exam	individual	written	1,5h	40%	According to level
Final Exam	pair-work	oral	10min/ each pair	20%	According to level

ACADEMIC INTEGRITY:

Please remind students of the school plagiarism policy.

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

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BIBLIOGRAPHY:**Recommended Textbook:**

Not special bibliography

Reading all kind of informations in all kinds medias

TV

www.france5.fr

www.france2.fr

www.france3.fr

www.tf1.fr

Print Medias

www.lemonde.fr

www.lefigaro.fr

www.liberation.fr

www.lesechos.fr

www.lenouvelobs.com

Cinema

www.allocine.fr

www.cine35.fr

MODULE PLAN**DEPENDING ON THE GROUP LEVEL**



DETAILED MODULE OUTLINE

FG002N

FRENCH CULTURE

DEPARTMENT : CENTRE DE PREPARATION ET DE FORMATION A LA GLOBALITE

PROGRAMMES : Undergraduate and Postgraduate TC

INSTRUCTOR : Raymond LANCIEN dit Arsène

FORMAT : 1 module of 30 hours per semester

CREDITS : 3 ECTS Credits per semester
PASS or FAIL (depends on the programm)

PRE-REQUISITE MODULE: None

LEARNING OBJECTIVES:

The objective of this module is to discover social, political economic and cultural aspects of contemporary France and to go deeper into the complex notion of culture.

MODULE INTENDED LEARNING OUTCOMES:

By the end of the module, the student :

1. should have an appreciation of the principal features of contemporary French life and culture ;
2. be able to identify the major strengths and weaknesses of French political and social organization ;
3. have acquired the basic concepts for understanding how and why French culture and organization have developed.

MODULE DESCRIPTION:

Principal features of contemporary French life and culture

LINK WITH AND CONTRIBUTION TO PROGRAMME: not applicable

TEACHING METHODS :

Formal presentations and Questions/Answers around the issues dealt with.

METHODS OF ASSESSMENT:

Assessment	Individual /Group	Type (oral, written)	Length of exam (when applicable)	Weight %	ILOs assessed
Continuous	Individual	Personal work		40 %	1 – 2 – 3
Final	Individual	Written Final Exam	2 hours	60 %	1 – 2 - 3

ACADEMIC INTEGRITY:

Academic dishonesty may take the forms of: 1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources. 2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained. 3. Cheating on an examination. 4. Submission of work that is not your own without citation. 5. Adding your name to work to which you have not contributed or allowing another student to do the same. 6. Unauthorized or inappropriate use of computers, calculators and

other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

BIBLIOGRAPHY:

General information about France:

- Directory of French Professional Sites : www.indexa.fr
- Europe Online France : www.europeonline.com/fra/indexa.htm/
- French Culture at About.com : frenchculture.about.com/culture/frenchculture/
- Links to websites about France : home.earthlink.net/jillej/liens.htm
- FYI France : www.fyifrance.com/indexa.html
- Globe Online : www.globeonline.fr/
- Hapax : French Resources on the Web : hapax.be.sbc.edu/
- Imaginet : www.imagnet.fr/
- Pointeur Adminet : www.adminet.com/
- The City of Paris : www.paris.org/
- Web France International Community of Sites : www.wfi.fr/

English:

- Perry, S. (1997) *Aspects of contemporary France*, Routledge. [1-210/10852]
- Zeldin, T. (1988) *The French*, Harvill Press. [1-210/10765-1-210/10 843]
- Rouban, L. (1998) *The French Civil Service*, La Documentation Française. [1-210/10065]
- Hewlett, N. and Forbes, J. (2000) *Contemporary France*, 2ème edition, Longman.
- Popkin, J. (2005) *A history of modern France*, 3ème edition, Prentice-Hall.
- Szarka, J. (1992) *Business in France*, Pitman. [1-210/4667]

French:

- Ardagh, J. (2000) *La France du nouveau siècle*, Flammarion. [1-210/11536]
- Zeldin, T. (1983) *Les Français*, Seuil. [1-210/10832]
- Jack, A. (1999) *Sur la France*, Odile Jacob. [1-210/10884]
- Insee (2011) *France, Portrait social 2011*, Insee_[0-83/25207]
- Moreau-Defarges, P. (1994) *La France dans le monde au XXe*, Hachette. [1-210/10363]
- Mermet, G. (2009) *Francoscopie 2010 : Tout sur les Français*, Larousse. [0-83/22743]
- Roesch, R. et Rolle-Harold, R. (2009) *La France au quotidien*, Presses Universitaires de Grenoble.

Spring Semester

SESSIONS	TOPICS
1	Introduction
2	France since 1945
3	Health and social policies
4	Assets and limits of the welfare state
5	Young people in the job market
6	Towards a new work culture
7	French families
8	The European commitment
9	Analysis of some recent events
10	Conclusion – Cheese tasting