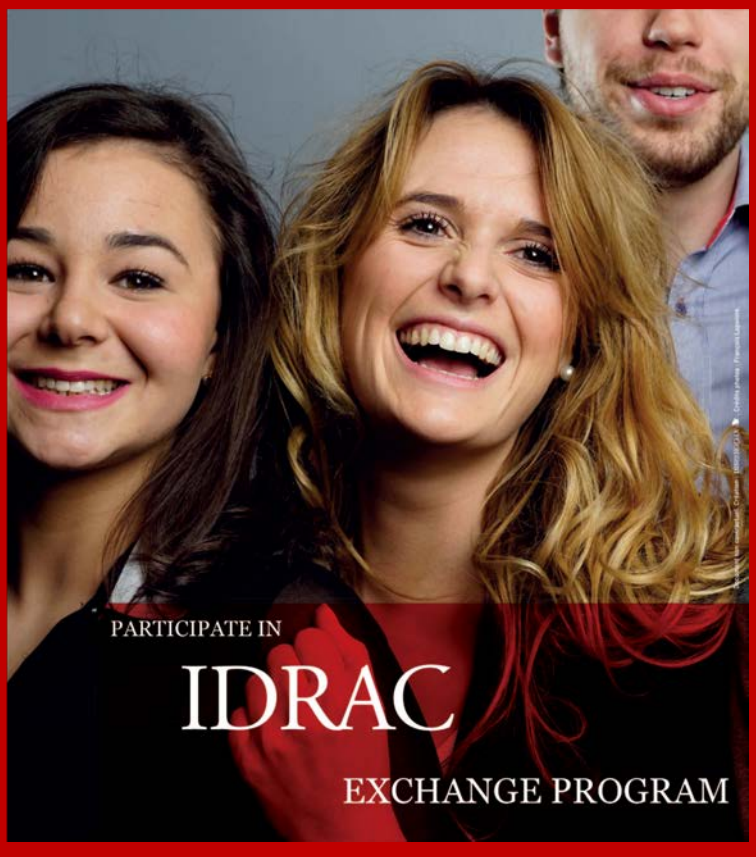
COURSE CATALOGUE 2019

Masters degree in Management

(English track)



INTRODUCTION TO THE FRENCH EDUCATION SYSTEM 2
LIST OF COURSES 4
Life cycle management & business 4
Corporate Strategy 1 : Entrepreneurship 5
Project Management (PMI) 7
Business plan 9
Law I – Intellectual Property 10
Design thinking & innovation process 11
Key account management 12
Purchasing & supply chain management 13
International accounting 14
Strategic human resources management 15
Loyalty, satisfaction & customer experience 17
French as a foreign language (seminar) 19
French as a foreign language (level I or II) 21
Luxury industry 23
Personal development, resilience & leadership 24
Interpersonal skills 25
Operation management (lean, yield) 28
Information systems management 29
Corporate finance 1 31
International marketing & development 32
Management control & value creation 33
Digital business & strategy 34
Change management & organizational resilience 36
Corporate strategy 2 : redesigning business model 37
Sustainable development & CSR 38
Corportate finance 2 : LBO, mergers & acquisitions 39

INTRODUCTION TO THE FRENCH EDUCATION SYSTEM

How does the education system work in France?

The French system might be different than the one in your home institution.

We value the time spent with the teacher and the knowledge you can get from him/her and the amount of time spent in class is larger than the time spent working at home.
Our pedagogical aim is for you to learn as much as you can from your professors. This is the reason why the number of hours per course may seem important.

A French student spends approximately 20 hours a week at school during 10 to 12 weeks in order to obtain 30 ECTS credits. The course load at home will not exceed a normal amount of study time.

IDRAC Business School usually recommends exchange students to choose 30 ECTS credits for one semester, with a minimum suggested of 20 ECTS credits. However, students should directly check with their home universities what their requirements are, as they may differ from what IDRAC Business School recommends.

About the grading system

Subjects taught at IDRAC Business School are graded on a 0 (lower grade) to 20 (higher grade) scale. The passing grade for a subject is 10.

It is usually said that in France “20 is for God, 19 is for the King and 18 is for the President, so 17 is the maximum grade a student can attain”….

In practice, grades higher than 15 are very seldom awarded and 14 is considered very good.

IDRAC Business School Grade Distribution

Grades used in institution (from highest to lowest passing grade)*		Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded	Equivalent ECTS grade
From	To			
14.5	20	5%	5%	A
14	14.4	10%	15%	B
13	13.9	35%	50%	C
12	12.9	30%	80%	D
10	11.9	20%	100%	E

** based on the analysis of grades from 3 different academic years, at undergraduate and postgraduate levels – during the graduation year only (3rd and 5th)*

Prerequisites

In the following syllabi, prerequisistes are mentioned. Please note that these are not compulsory for exchange students.

LIST OF COURSES[1]

Code	STRA 711
Title	Life cycle management & business
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	Face-to-face and blended learning
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	**NA**
Assessment methods and criteria	NA
Language of instruction	English

[1] IDRAC reserves the right to amend the courses in the light of changing circumstances

Code	STRA 712
Title	Corporate Strategy 1 : Entrepreneurship
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	Knowing the different entrepreneurial forms Understand the principle of value proposition through old and new innovative ideas Having sufficient knowledge to be able to start on an entrepreneurial project To be able to take a position in a context, with an idea, a project, with knowledge of the different stakeholders.
Mode of delivery	Face-to-face and team/individual work
Prerequisites and co-requisites (if applicable)	PGE3 MODULES MARKETING ET STRATEGY
Course content	This course is essential for the business plan course and the redesigning business model course. It discusses the theoretical aspects of entrepreneurship. The course will deal with different forms of entrepreneurship in different social categories. Student entrepreneurship and self-entrepreneur status are highlighted and explained to learners. Then we explain the problem of financing the projects and discuss the different types of financing. We focus on the creation and co-creation of value by emphasizing social entrepreneurship. A course session will be devoted to detailing the different entrepreneurial forms. This is in order to help the student to develop an entrepreneurial project. Finally, the teacher insists on the importance of coaching in the success of entrepreneurial projects and the importance of management
Recommended or required reading	**Required reading (data bases)** COSTER, Michel ; BEN SLIMANE, Karim ; BARBOSA, Saulo ; [et al...], (2009) , Entrepreneuriat, Pearson Education, 360 p DAID, Gilles ; NGUYEN, Pascal, (2014), le guide pratique de l'auto-entrepreneur, Eyrolles 5 SILBERZAHN, Philippe(2014) Effectuation : les principes de l'entrepreneuriat pour tous, Pearson, 174 p TARIANT, Jean-Marc ; THOMAS Jérome, (2014), Reprendre une entreprise : conduite du projet, montage juridique, fiscal et financier, Eyrolles, 278 p TARIANT, Jean-Marc ; BOULANGER, Céline (2015), Guide pratique

	pour financer son entreprise : crowdfunding, business angels, capital-risque, prêts d'honneur, prêts participatifs, financement bancaire, aides et subventions, Ouvrage Edition, Eyrolles 319 p **Recommended reading** AJZEN, I. (2002). "Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior", Journal of Applied Social Psychology, 32(4), p. 665-684. HERNANDEZ, E.-M. et MARCO, L. (2006). Entrepreneur et décision. De l'intention à l'acte, Paris, Editions ESKA. HOFSTEDE, G. (1980). Culture's Consequences: International Differences in Work-Related Values, Sage Publications. KAHN, Michel, (2002), Franchise et partenariat : développer ou intégrer un réseau d'enseignes en commerce associé Dunod XIX-322 p. LE BEUZE, Stéphanie (2016), Financer son activité : du prêt bancaire au crowdfunding Edition Vuibert, 173 p LEGER-JARNIOU, Catherine ; CERTHOUX, Gilles ; DEGEORGE, Jean-Michel ; [et al...] Entrepreneuriat, Dunod, 01/06/2016 | 317 p. SARASVATHY, S. D. (2001), What Makes Entrepreneurs Entrepreneurial, Darden Business Publishing
Assessment methods and criteria	Continuous assessment (40%) and report (60%)
Language of instruction	English

Code	PROA 709
Title	Project Management (PMI)
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	Participants will achieve : ¬ The ability to understand Project Management Principals, Themes and Tools & Techniques to create and manage ideas into business reality. ¬ The ability to apply these approaches to real life case study situations in the ICT sector. ¬ Comprehension of the roles & responsibilities of professional project managers. Participants should demonstrate application, understanding, learning in demonstrating the following: 1. Definitions and Terminology- Terms of Project Management and the strategy behind it. 2. Using the Appropriate methods to initiate, plan, execute, monitor, control and close projects 3. Develop the Project Vision, Mission and Goals and Objectives: Integrating the Project Plan with the Organisation. 4. Plan the Project: Importance of Scope, Time, Cost, Quality, Risk and Resourcing to the overall project a spart of the 10 Knowledge Areas in PMBOK® Guide 5. Understand how the KA (KA) apply in the 5 process groups using relevant tools and techniques outlined in the PMBOK® Guide. 6. Course wil be run using AgilePM frameworks
Mode of delivery	Face-to-face and blended learning
Prerequisites and co-requisites (if applicable)	PROJECT MANAGEMENT – 4ème année – PROA709
Course content	The growing interest in project management stems from the pressures of modern business on the increasing complexity of products; on the demand for integrated organisational teamwork; on the dramatically shortened time-to-market periods; on the need for higher level of organisational efficiency. This course introduces the basic principals, processes, and tools of modern project management. It covers both general business project management and information technology specific project management. Strategic implications of project management to organizational strategy will be addressed. The course will also cover management issues associated with package software implementation and outsourced

	projects.Students will use currently available project management software tools to successfully plan and execute projects. The course addresses: ¬ What is strategy in a project ¬ What is a Portfolio, Programme, Project ¬ Project organisation and structures ¬ Project processes and phases and life-cycle ¬ Project context, sponsor, stakeholders ¬ Project success and failure, critical success factors/causes of spectacular failures ¬ Producing a Project Management Plan and sub plans ¬ Requirements and scope management ¬ Planning, monitoring and controlling projects ¬ Learning from Experience ¬ Risks and opportunities ¬ Dealing with change and issues ¬ Communication and virtual teams ¬ Current HR issues and cultural context in global environment
Recommended or required reading	**Required reading (data bases)** PMBOK® Guide 6th Edition (2018),Publisher: PMI®, USA Managing Successful Projects (PRINCE2) – Axelos, UK **Recommended reading** APMG Better Business Cases, (2015), Publisher: TSO (The Stationery Office) London APMG AgilePM (2014), Publisher: TSO (The Stationery Office) London
Assessment methods and criteria	Continuous assessment (10%), written exam (40%), oral exam (10%) and report (40%)
Language of instruction	English

Code	FINA 702
Title	Business plan
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	DRTA 704
Title	Law I – Intellectual Property
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	STRA 713
Title	Design thinking & innovation process
Competence Unit	Product Life Cycle 1 (Introduction & development)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MKGA 707
Title	Key account management
Competence Unit	Product Life Cycle 2 (Growth)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	-Know how to select key accounts -Know how to categorize key accounts -Know how to develop key relationships -Know how to set objectives for key accounts
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	Strategic marketing
Course content	The lecture is divided into four parts. In the 1st part, we will discuss about the rationale of key account management and stress its importance. The 2nd part is dedicated to the roles and requirements of key account managers that are essential to build successful key relationships. In the 3rd part, we will shed the light on the different steps to follow when managers want to develop key relationships. We will also discuss about the way of developing and managing these key relationships. Finally, the 4th and last part will focus on the position of key account management planning in the strategic marketing planning and on the main guidelines required when setting key account objectives and strategies.
Recommended or required reading	**Required reading (data bases)** CAPON Noel (2001), Key Account Management and Planning, The Free Press. WOODBURN Diana & MCDONALD Malcolm (2011), Key Account Management: the definitive guide, Wiley. **Recommended reading** RYALS Lynette & MCDONALD Malcolm (2008), Key Account Plans: The practionner's guide to profitable planning, Elsevier.
Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	English

Code	ORGA 704
Title	Purchasing & supply chain management
Competence Unit	Product Life Cycle 2 (Growth)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	**NA**
Assessment methods and criteria	NA
Language of instruction	English

Code	CDGA 703
Title	International accounting
Competence Unit	Product Life Cycle 2 (Growth)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	**NA**
Assessment methods and criteria	NA
Language of instruction	English

Code	MGTA 706
Title	Strategic human resources management
Competence Unit	Product Life Cycle 2 (Growth)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	Enable students to take a critical distance from the Universalist conception of management by being able to do a systemic or complex analysis of an HRM practice in a given organization. From an entrepreneurial or decision-making perspective, allow them to define an HRM policy (recruitment, training, etc.) to support the company's performance. Understanding the need to take into account the critical and societal dimension of any SHRM decision.
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	None
Course content	The course mixes an approach using theoretical grids and business case studies. It first presents the theoretical foundations of SHRM, considers the different types of strategies and HR policies that are commonly associated with them. It uses the Mintzberg typology to understand the choices of organizational design and HRM practices in business models of the "life cycle" type. It complements this analysis with a discovery of the research works on HRM of complexity. These latter practices are often adopted in organizations whose business model is of the "born global" type. In order to validate the continuous assessment, the students must carry out a diagnosis in a company in order to acquire a more practical apprehension of the SHRM principles.
Recommended or required reading	**Required reading (data bases)** For each diagnosis and if it is available, students should use the Global Sector Analysis on the Xerfi data base (Mylearningbox). Armstrong, M. (2016) Armstrong's Handbook of Strategic Human Resource Management, Kogan Page, 265 p. **Recommended reading** Dubois, D. & al. (2010) Competency-Based Human Resource Management, Davies-Black, 312p. Bach, S. (2005) Managing Human Resources : Human Resource Management in Transition Ed. 5, 496p. Dickmann, M. (2008) International Human Resource Management: A European Perspective Ed. 2, Routledge, 344p. Salaman, Graeme,Asch, David (2003) Strategy and Capability :

	Sustaining Organizational Change, Blackwell Publishing
Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	English

Code	MKGA 714
Title	Loyalty, satisfaction & customer experience
Competence Unit	Product Life Cycle 2 (Growth)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	• Optimiser la politique de satisfaction et fidélisation client de l'entreprise par une meilleure connaissance et une meilleure prise en charge des besoins et attentes des clients, par une démarche qualité du produit / service avérée pour accroître sa performance. • Concevoir et définir des personas pour comprendre les comportements et motivations des clients cibles. • Mettre en place des outils de la gestion relation client (baromètres de satisfaction client, de qualité, de fidélisation).
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	Bases du marketing
Course content	Le module répond à quatre questions autour de l'expérience client. (1) Quelle rentabilité pour les politiques de fidélisation ? L'objectif est de maximiser son capital client en augmentant les Customer Lifetime value (CLV) des clients actuels et en créant de nouvelles CLV. (2) Comment augmenter la fidélité client ? (3) Comment optimiser l'expérience client ? (4) Comment gérer la réclamation client ?
Recommended or required reading	**Lectures obligatoires** Barbaray C. (2016) Satisfaction, fidélité et expérience client: Dunod. Meyer-Waarden L. (2012) Management de la fidélisation. Développer la relation Client : de la stratégie aux technologies numériques: Vuibert. Ray D et Sabadie W. (2016) Marketing relationnel: Rentabiliser les politiques de satisfaction, fidélité, réclamation: Dunod. **Lectures recommandées** Flores L. (2016) Mesurer l'efficacité du marketing digital - 2e éd.: Estimer le ROI pour optimiser ses actions: Dunod. Gillet-Goinard F, Chabry L et Jourdan R. (2014) La Boîte à outils de la relation client: Dunod. Hirschman A. (1970) Exit, voice, and loyalty: Responses to decline in firms, organizations, and states: Harvard Univ Pr. Isaac H et Volle P. (2014) E-commerce: de la stratégie à la mise en oeuvre opérationnelle: Pearson education France. Lehu J-m. (1999) La fidélisation des clients, Paris: les éditions d'organisation.

Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	English

Code	LNGA 705
Title	French as a foreign language (seminar)
Competence Unit	Personal development
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Mandatory, 2nd cycle
Year and semester of study	Year 4, Semester 7 or 8 (fall or spring)
Number of ECTS credits allocated	2
Learning outcomes	Maîtrise du vocabulaire de base étudié en cours Maîtrise des éléments grammaticaux abordés en cours
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	None
Course content	Activités visant à améliorer les quatre compétences fondamentales : compréhension orale, compréhension écrite, expression orale et expression écrite Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction) Travaux individuels et de groupe, exercices de répétition, lecture (textes, dialogues, poèmes), exercices de discrimination, chansons etc
Recommended or required reading	**Level I:** MIQUEL C. (2010), « Vocabulaire progressif du français. Niveau débutant », Clé International, 175 pages MIQUEL C., (2004), « Communication progressive du français. Niveau débutant », Clé International, 128 pages GREGOIRE M., (1999), « Grammaire progressive du français. Niveau débutant » Clé International, 159 pages SIREJOLS E., (2007), « Vocabulaire en dialogues, Niveau débutant». Clé International, 128 pages GRAND-CLEMENT O., (2010), « Grammaire en dialogues, Niveau grand débutant », Clé International,128 pages AKYUZ A., BAZELLE-SHAHMAEI B., BONENFANT J., GLIEMANN M.F., (2005), « Les Exercices de Grammaire Niveau A1 », Hachette Livres, 222 pages CHALARON M-L, ROESCH R, (2011), «La grammaire des tout premiers temps », Presses universitaires de Grenoble, 175 pages ABRY D, CHALARON M-L, (2009), « La grammaire des premiers temps. Volume 1 », Presses universitaires de Grenoble, 260 pages **Level II:** LEROY MIQUEL C., GOLIOT-LETE A., (2013), « Vocabulaire progressif du français niveau intermédiaire, avec 375 exercices », Clé International, 207 pages MIQUEL C., (1999), « Vocabulaire progressif du français avec 250 exercices. Niveau avancé », Clé International, 192 pages MIQUEL C., (2003), «Communication Progressive du Français avec 365 activités. Niveau intermédiaire », CLE International, 189 pages

	STRUVE-DEBEAUX A., (2010), “Maîtriser la grammaire française” Niveau B1-C1, Belin, 366 pages MIQUEL C., (2009), " Vite et bien 1 - Niveau A1-A2", Clé International, 192 pages MIQUEL C., (2010), " Vite et bien 2 - Niveau B1 avec1 CD audio", Clé International, 199 pages GREGOIRE M., MERLO G., (2004), "Grammaire Progressive Du Français Niveau Intermédiaire", Clé International, 191 pages ROBERT J-M, (2008), Savoir-Faire, Grammaire du français langue étrangère, Niveau Intermédiaire », Ellipses, 208 pages BRILLANT C., BAZOU V., RACINE R, SCHENKER J.-C., (2010), « Le nouvel édito. Niveau B2 ». Les Éditions Didier, 223 pages MERIEUX R., LAINE E., LOISEAU Y., (2011), « Latitudes 2, Méthode de français, A2/B1 », 192 pages
Assessment methods and criteria	Continuous Assessment (100%)
Language of instruction	French

Code	LNGA 811
Title	French as a foreign language (level I or II)
Competence Unit	Personal development
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Mandatory, 2nd cycle
Year and semester of study	Year 4, Semester 7 or 8 (fall or spring)
Number of ECTS credits allocated	2
Learning outcomes	Level I - Permettre l'interaction dans des situations de communication simples et concrètes de la vie quotidienne Connaître des éléments de base du français sur les plans lexicaux, syntaxiques et grammaticaux. Level II - Savoir prendre la parole et s'exprimer dans des situations de communication diverses. - Comprendre de façon globale et détaillée des enregistrements divers, savoir les commenter. - Savoir : o -Exprimer ses sentiments, goûts et opinions, o Parler de ses projets, o S'exprimer au passé (présenter un personnage : sa biographie, parler d'un souvenir), o Exprimer l'hypothèse et la condition. - Maîtriser le vocabulaire étudié en cours. Maîtriser les éléments grammaticaux abordés en cours
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	NA
Course content	**Level I:** Activités visant à améliorer les quatre compétences fondamentales: compréhension orale, compréhension écrite, expression orale et expression écrite Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction) Travaux individuels et de groupe, exercices de répétition, lecture (textes, dialogues, poèmes), exercices de discrimination, chansons etc. **Level II :** Activités visant à améliorer les quatre compétences fondamentales : compréhension orale, compréhension écrite, expression orale et expression écrite. Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction). Travaux individuels et de groupe. Conversations et discussions portant sur des sujets variés. Présentations orales (préparées ou improvisées).
Recommended or required reading	**Level I :** MIQUEL C. (2010), « Vocabulaire progressif du français. Niveau débutant », Clé International, 175 pages MIQUEL C., (2004), « Communication progressive du français. Niveau débutant », Clé International, 128 pages GREGOIRE M., (1999), « Grammaire progressive du français.

	Niveau débutant » Clé International, 159 pages SIREJOLS E., (2007), « Vocabulaire en dialogues, Niveau débutant». Clé International, 128 pages GRAND-CLEMENT O., (2010), « Grammaire en dialogues, Niveau grand débutant », Clé International,128 pages AKYUZ A., BAZELLE-SHAHMAEI B., BONENFANT J., GLIEMANN M.F., (2005), « Les Exercices de Grammaire Niveau A1 », Hachette Livres, 222 pages CHALARON M-L, ROESCH R, (2011), «La grammaire des tout premiers temps », Presses universitaires de Grenoble, 175 pages ABRY D, CHALARON M-L, (2009), « La grammaire des premiers temps. Volume 1 », Presses universitaires de Grenoble, 260 pages **Level II:** LEROY MIQUEL C., GOLIOT-LETE A., (2013), « Vocabulaire progressif du français niveau intermédiaire, avec 375 exercices », Clé International, 207 pages MIQUEL C., (1999), « Vocabulaire progressif du français avec 250 exercices. Niveau avancé », Clé International, 192 pages MIQUEL C., (2003), «Communication Progressive du Français avec 365 activités. Niveau intermédiaire », CLE International, 189 pages STRUVE-DEBEAUX A., (2010), “Maîtriser la grammaire française” Niveau B1-C1, Belin, 366 pages MIQUEL C., (2009), " Vite et bien 1 - Niveau A1-A2", Clé International, 192 pages MIQUEL C., (2010), " Vite et bien 2 - Niveau B1 avec1 CD audio", Clé International, 199 pages GREGOIRE M., MERLO G., (2004), "Grammaire Progressive Du Français Niveau Intermédiaire", Clé International, 191 pages ROBERT J-M, (2008), Savoir-Faire, Grammaire du français langue étrangère, Niveau Intermédiaire », Ellipses, 208 pages BRILLANT C., BAZOU V., RACINE R, SCHENKER J.-C., (2010), « Le nouvel édito. Niveau B2 ». Les Éditions Didier, 223 pages MERIEUX R., LAINE E., LOISEAU Y., (2011), « Latitudes 2, Méthode de français, A2/B1 », 192 pages
Assessment methods and criteria	Continuous Assessment (100%)
Language of instruction	French

Code	CLTA 703
Title	Luxury industry
Competence Unit	Market studies
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	DEPA 701
Title	Personal development, resilience & leadership
Competence Unit	My Job Plan
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MGTA 811
Title	Interpersonal skills
Competence Unit	My Job Plan
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 7 (fall)
Number of ECTS credits allocated	2
Learning outcomes	Introduction to concepts and theories. In addition to demonstrating mastery of these concepts, students will also be expected to engage in application to praxis. The students will gradually understand the process of communication and will apply the different tools to understand their own communication; they will be able to analyze the context to engage better a strategy of interpersonal communication. By the end of this course, students should be able to discuss competently the following: meaning and definitions of interpersonal communication and social interaction; Transactional Analysis, Palo Alto group and Neuro-Linguistics Programming communication techniques applied to interpersonal communication skills.
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	None
Course content	1. To enhance understanding of the communication process in general and of the interpersonal and personal communication processes in particular: students will speak publicly, in both formal and informal contexts. 2. Students are asked to participate effectively in discussion: students are placed in small discussion groups throughout the semester. The tasks and discussions in these groups range from in-class writing/presentation workshops to discussions based on class material to exercises performed outside of the classroom. They informally talk and present their opinion in order to help the small group and class discussion. Their performance in these groups is assessed through activity points. 3. Analyze and comment on the oral communication of oneself and others: students are required to write a self-critique report following the theoretical and practical issues studied.
Recommended or required reading	**Required reading** The Interpersonal Communication Book - Glossary of Terms. (2013). [online] Available at : https://quizlet.com/2440140/the-interpersonal-communication-book-glossary-of-terms-flash-cards/, (retrieved 25/09/2017)

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Investopedia Dictionary, (2017), Definition Interpersonal Skills (IPS). [online] http://www.investopedia.com/terms/i/interpersonal-skills.asp Retrieved 7/8/2017 CHABROL, C. and RADU, M., (2008), Psychologie de la communication et persuasion. Théories et applications, De Boeck, ISBN 978-2-8041-5900-9, 314 pages.
COCHETEUX, P., (2013), AT.fr Le site francophone de l'Analyse Transactionnelle, [online], Available at : http://analysetransactionnelle.fr/les-concepts-de-base/les-besoins-de-base/ (retrieved 7/08/2017) 6
DAINTON, M. et D. ZELLEY, E., (2010), Explaining Theories of Interpersonal Communication, In Applying Communication Theory for Professional Life, SAGE Publications Inc. 2nc Revised edition, ISBN-13: 978-1412976916, 264 pages
ELY, F., (2010), L'analyse des pratiques info-communicationnelles dans les organisations : l'apport de l'école de Palo Alto, Etudes de communication, [online] Available at : https://edc.revues.org/2316?lang=en DOI : 10.4000/edc.2316, (retrieved 10/08/2017)
GENELETTI-LANFUMEZ, D., (2005), Les Principaux modèles de la Communication d'après Alex Mucchielli, [online], (http://vachercher.lycos.fr/cgibin/pursuit?query=LES_PRINCIPAUX_MODELES_DE_LA_COMMUNICATION&enc=utf-8&cat=loc), (retrieved 25/09/2008)
HARTLEY, P., (1993), Interpersonal Communication, Routledge, London & New York, ISBN 0415013852, 277 pages
JOSIEN, M., (2007), Techniques de communication interpersonnelle, Groupe Eyrolles, ISBN 978- 2-212-53873-1, 164 pages.
LE CARDINAL, G., (1989), L'homme communique comme unique : modèle systémique de la communication interpersonnelle finalisée, Sous la direction de Hugues Hotier, Thèse soutenu à Bordeaux 3, [online] http://www.theses.fr/1989BOR30040 (retrieved 10/08/2017)
NETCHINE, S., et.al., (1996), Psychologie social. Tome 2. Approches du sujet social et des relations interpersonnelles, LexiFac, Bréal, ISBN 2 85394 887 6, 287 pages. O'CONNOR, J. ET SEYMOUR J., (1993), Introducción a la PNL, Urano, ISBN 84-7953-096-0, 348 pages
PERAYA, D., (1963), Le schéma général de la communication humaine (Jakobson, 1963), IN De la communication pédagogique au dispositif de communication et de formation médiatisée, [online], Avril 2000, Available at : (http://tecfa.unige.ch/themes/comu/def/comu-def-tr2.html , (retrieved 01/10/2008)
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Assessment methods and criteria	Continuous assessment (50%) and Report (50%)
Language of instruction	English

Code	ORGA 804
Title	Operation management (lean, yield)
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	- Intégrer le lien entre le commercial et l'opérationnel. - Savoir réduire les coûts et augmenter les profits. - Adopter les outils d'optimisation Lean et Six
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	None
Course content	La première session donne aux étudiants la connaissance au sujet des circulations physiques et d'informations dans une société. Ils découvriront les causes des retards, ou des délais d'écoulements, et connaîtront les actions pour les transformer en circulation efficace et favorisant la réduction du stock. La seconde session permet aux étudiants de se familiariser avec le Six Sigma et d'utiliser les statistiques pour prendre des décisions factuelles dans les sociétés. La troisième session fournit aux étudiants la connaissance et la compréhension des outils utilisés dans le processus Lean. Ainsi les participants peuvent identifier le gaspillage sur leur espace de travail et seront à même de savoir éliminer le gaspillage. Les étudiants verront des démonstrations de l'utilisation et l'application du Lean. Ils appliqueront le concept du Lean dans le comité de direction d'une société qui décide d'améliorer sa performance opérationnelle.
Recommended or required reading	**Lectures Recommandées (Bases de données…)** GEORGE, Michael, Rowlands David, Kastele Bill, (2010), Ques-ce que le lean Six Sigma, Maxima, 129p. GOLDRATT Eliyahu M. & Cox J. (2013), Le but un processus permanent, 4 ième Edition, AFNOR, 462p. Jacob Dee, Bergland Suzan, Cox Jeff, (2010), Vélocité, Pearson, 288p.
Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	English

Code	SYSA 704
Title	Information systems management
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	The student will be able to explain the relationship between IS and management and to assess the strategic potential of IS. By the end of the course the student will be able to put himself in the position of a spokesperson between the frontline operation needs, the working specificities and the conception of an IS project. Finally, he should be able to contribute to the implementation of an IS project.
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	- Project Management (PMI) PGE 4 - PROA709
Course content	This course defines organizational information systems by presenting operational IS Infrastructures and digitized workspaces. It's also taking good care of showing the relations between the conduct of activities and strategy. Hence, the course will provide the student with operational knowledge to put himself in the position of a manager/customer and not merely a final user. This course introduces also the role and function of consultant either joining a company or a consulting group. Through individual learning, class discussion, videos, case studies and assessment activity, this module is designed to support the professional development of the students and to encourage further reflection.
Recommended or required reading	**Required reading** Laudon, Kenneth C.; Laudon, Jane P. (2014). Management Information Systems: managing the Digital Firm, 13è edition, Pearson, 678 pages. http://www.icto.info/laudon-management-information-systems13th-global-edition-c2014-1.pdf **Recommended reading** Labat, Yves; Schoettl, Jean-Marc (2013). Toute la fonction Consulting : savoir, savoir-être, savoir-faire. Dunod, 440 pages. Reix, Robert; Fallery, Bernard; Kalika, Michel; Rowe, Frantz (2016). Systèmes d'information et management – 7è edition, Vuibert, 480 pages.

	Galliers R, and Leidner D, (2002) Challenges and Strategies in Managing Information Systems, 3rd Edition, Taylor and Francis, 641 pages.
Assessment methods and criteria	Continuous assessment (60%) & written exam (40%)
Language of instruction	English

Code	FINA 801
Title	Corporate finance 1
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MKGA 809
Title	International marketing & development
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	CDGA 807
Title	Management control & value creation
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MKGA 813
Title	Digital business & strategy
Competence Unit	Product Life Cycle 3 (Maturity)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	- Develop an understanding of digital imperatives in a fast-changing environment - Build an understanding of digital strategies' systemic approach in the enterprise's development phases - Know how to identify the analytics and efficiency metrics (KPIs) of digital channels
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	The following prerequisites are needed (in order to comprehend the course content including the information age, marketing in the online environment, online consumer behaviour, concepts of ebusiness, ethics and governance): - Marketing Fondamental - Introduction au Management
Course content	The Digital module is a high quality and flexible learning programme designed to help students gain access to new skills and knowledge, as a means to improve employability. Better understanding of the challenges and opportunities of digital imperatives can reduce the direct costs of many business ventures. If the digital context is well understood and deployed, it can strengthen relationships with individual customers and stakeholders, and thus enhance the reputation, performance and profitability of the business. Through individual learning, class discussion and assessment activities, this module is designed to support the professional development of the students, and secondly to encourage innovation and further reflection. Its key elements of business thinking and cultural awareness will help students to look at opportunities and challenges in a wider context - and to explore how technology can be used to effectively support business activities and community-oriented activities.
Recommended or required reading	**Required reading** Chaffey, Dave (2016). Digital Business and e-commerce management, 6th ed., ISBN-10: 0273752014, ISBN-13: 9780273786542, Pearson. Chaffey, Dave; Chadwick, Fiona Ellis (2012). Marketing Digital, 5th ed., ISBN-10: 02744076791, ISBN13: 978-02744076794, Pearson. **Recommended reading** Business & Decision University, Livre blanc du big data au big business, livre 1 : phénomène de mode ou facteur de performance ? http://www.businessdecision-university.com/datas/ck//files/LB-

	BD2014.pdf Cazals, François (2015). Stratégies digitales : la méthode des 6 C, ISBN-10: 2804193098, ISBN-13: 978-2804193096, De Boeck Université. Deloitte (2017), Tendances Data & Analytics 2017. European Commission (2017). Europe's Digital Progress Report, Research & Innovation. https://ec.europa.eu/digital-single-market/en/news/europes-digital-progress-report-2016 Gerbert Philipp; Gauger Christoph; Steinhaüser Sebastian (2015). The double game of digital strategy, bcg.perspectives. https://www.bcgperspectives.com/content/articles/business-unit-strategy-big-data-advanced-analytics-double-game-digital-strategy/ Reeves Martin; Love Claire; Tillmanns Philip (2012). Your strategy needs a strategy, Harvard Business Review. https://myhbp.org/leadingedge/d/cla?&c=20485&i=20487&cs=a42a9ac20077ee3486770c9adf7fa045 Rowles, D (2014) Digital Branding: A Complete Step-by-Step Guide to Strategy, Tactics and Measurement. Kogan Page (1st Edition) Rowles, D (2013) Mobile Marketing. Kogan Page (1st Edition) Ryan, D (2014) Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation. Kogan Page (3rd Edition) Scantlebury, Stuart; Ross, Jeanne; Bauriedel Wolfgang (2016). Designing Digital Organizations, bcg.perspectives.https://www.bcgperspectives.com/content/articles/technology-designing-digital-organizations Sorger Stephan (2013), Marketing Analytics: Strategic Models and Metrics, ISBN 1481900307, ISBN13 978-1481900300
Assessment methods and criteria	Continuous assessment (40%) and written exam (60%)
Language of instruction	English

Code	ORGA 805
Title	Change management & organizational resilience
Competence Unit	Product Life Cycle 4 (Decline & turn around)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	Face-to-face and individual/group work
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	STRA 808
Title	Corporate strategy 2 : redesigning business model
Competence Unit	Product Life Cycle 4 (Decline & turn around)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	Mastering tools and techniques to assess business opportunities in existing markets or in new markets, B2B or B2C. Build bridges with classes about strategy, entrepreneurship and business planning.
Mode of delivery	Face-to-face and individual/group work
Prerequisites and co-requisites (if applicable)	NA
Course content	The course will be a blend of inductive methodologies, workshop and speakers' presentations. Interaction and involvement for the students will be high. We will review proven methods, techniques and tools to improve entrepreneurial skills and business model innovation capabilities.
Recommended or required reading	**Required reading (data bases)** ODYSSEY 3.14 - REINVENT YOUR BUSINESS MODEL (Laurence Lehmann-Ortega and Hélène Musikas | 2016 | 224 pages) BUSINESS MODEL GENERATION: A HANDBOOK FOR VISIONARIES, GAME CHANGERS, AND CHALLENGERS (Alexander Osterwalder and Yves Pigneur | 2010 | 288 pages) THE LEAN STARTUP: HOW CONSTANT INNOVATION CREATES RADICALLY SUCCESSFUL BUSINESSES (Eric Ries | 2011 | 336 pages) **Recommended reading** EFFECTUATION: ELEMENTS OF ENTREPRENEURIAL EXPERTISE (Saras D. Sarasvathy | 2009 | 392 pages) BLUE OCEAN STRATEGY: HOW TO CREATE UNCONTESTED MARKET SPACE AND MAKE THE COMPETITION IRRELEVANT (W.C. Kim and R. Mauborgne | expanded edition 2015 | 315 pages) SEIZING THE WHITE SPACE (Mark Johnson | Harvard Business Review Press 2010| 240 pages)
Assessment methods and criteria	Oral exam (50%) & report (50%)
Language of instruction	English

Code	RSEA 803
Title	Sustainable development & CSR
Competence Unit	Product Life Cycle 4 (Decline & turn around)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	FINA 806
Title	Corportate finance 2 : LBO, mergers & acquisitions
Competence Unit	Product Life Cycle 4 (Decline & turn around)
Type (compulsory / optional) **and cycle** (short / 1st / 2nd / 3rd)	Optional, 2nd cycle
Year and semester of study	Year 4, Semester 8 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English