

Courses Offer

# 2016-2017

Undergraduate Level

Certificate in Global Management – English Track year 1

# Certificate in Global Management- English track year 1

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| English Track year 1 Autumn 2016 – Semester 1 | Sept-Dec | |
| COURSES  Choice up to 30 ECTS | Classes hours | ECTS credits |
| Developing Competence in Forms of Self-expression | 12 | 2 |
| Fundamentals of Marketing | 42 | 6 |
| International Financial Accounting & Statement Analysis | 42 | 6 |
| Introduction to Management | 27 | 5 |
| Project Management Cartes | 27 | 4 |
| Quantitative Methods | 27 | 5 |
| Software Skills & Basic Modelling | 15 | 2 |
| French course  \*with previous approval of your home university | 18 | {3}\* |
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In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

N.B. Please note that these syllabi may be subject to slight alterations for the 2016-2017 academic year. Also certain optional courses may not run if students numbers are insufficient.

# Certificate in Global Management- English track year 1

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| English Track year 1 Spring 2017 – Semester 2 | Jan- May | |
| Courses  Choice up to 30 ECTS | Classes hours | ECTS credits |
| Geopolitics | 15 | 2 |
| Information Literacy for Technology Management | 36 | 7 |
| International Negotiation & Sales Techniques | 24 | 5 |
| Introduction to Law | 27 | 5 |
| Managerial & International Macro Economics | 27 | 5 |
| Principles of Management Control | 42 | 6 |
| Self-Knowledge and life project : using the MBTI typology | 9 | 0 |
| French course  \*with previous approval of your home university | 18 | {3}\* |
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In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

N.B. Please note that these syllabi may be subject to slight alterations for the 2016-2017 academic year. Also certain optional courses may not run if students numbers are insufficient.

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|  | Ecole Supérieure de Commerce  **Developing Competence in Forms of Self-expression** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Lesavre Laurent | **Department** | HOS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 2.0 | **US**  **Credits** | 1.00 |

**Module Description**

Advancing the capacity to express oneself through the body and voice. Teaching is drawn from exercises used by actors.

A class of 3 hours will be used to make individual and collective assessments.

**Module Learning Outcomes**

Better knowledge of oneself, of others and regard for relating to oneself and others. Better confidence in public speaking/expressing oneself orally.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has developed effective communication skills**

Demonstrates clear and concise oral communication

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| **Teaching Method** | Comedian's training tools, acting exercises, to do, to feel, to understand |
| **Evaluation** | * Continuous Assessment : 100 %   Participation in the class exercises and attendance in class will constitute evaluation on an individual basis. |
| **Textbook** |  |
| **Bibliography** |  |
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|  | Ecole Supérieure de Commerce  **Fundamentals of Marketing** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Laurens Ivan | **Department** | MKT |

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| **Contact Hours** | 42.0  hours | **Total Study Hours** | 102.0  hours | **Coefficient** | 1.4 | **ECTS**  **Credits** | 6.0 | **US**  **Credits** | 3.00 |

**Module Description**

This is a course in the initiation to marketing. The approach focalises on the major steps in a marketing approach: study the market (consumer behaviour, market research, segmentation) - formulate the choice of strategies(targeting, positioning) - implement the marketing policy.

**Module Learning Outcomes**

At the end of the course, students will have learnt the vocabulary of marketing, the stages of marketing analyses and how to implement a marketing activity. They will know the various key concepts and how to use them in a marketing policy.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has acquired general business knowledge, tools and concepts and is able to use them to propose integrative solutions to business problems**

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Learning goal 2 : **Is able to work effectively and constructively in a group**

Is able to work effectively and constructively in a group

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| **Teaching Method** | Teaching will rely on a certain quantity of personal work before each session of classwork (assimilation of the course presented in the classroom, reading, preparation of a case study) and on group work.  To assist in personal work, various aids will be distributed to students during the first classroom session: course outlines on DVD, booklet of articles to read. |
| **Evaluation** | * Examination : 60 % * Continuous Assessment : 40 % Partial: 60%   Continuous assessment: 40%  A partial exam at the end of the module will represent 60% of the final mark. The object of this individual control is to use open-ended questions on courses and readings to verify that each student has understood the principal concepts and definitions of marketing, has assimilated them and is able to use them in a mini case study.  During classwork, each case study will receive a mark for the group. The average of the marks obtained for case studies and questioning during classwork will represent the other 40% of the final mark. The aim here is to verify that students know how to implement the concepts learned, using cases reflecting company marketing problems in various different environments (mass- marketing, B-B...). |
| **Textbook** | Marketing Management - 13th edition in colour Kotler, Keller, Manceau and Dubois, 2009 Pearson Education |

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| **Bibliography** | Principles of Marketing - 10th edition Armstrong and Kotler, 2010 Pearson Education |
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|  | Ecole Supérieure de Commerce  **International Financial Accounting and Financial Statement Analysis** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Le Nhu Tuyen | **Department** | GDF |

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| **Contact Hours** | 42.0  hours | **Total Study Hours** | 102.0  hours | **Coefficient** | 1.4 | **ECTS**  **Credits** | 6.0 | **US**  **Credits** | 3.00 |

**Module Description**

This course aims to deliver fundamentals of Financial Accounting, Financial Reporting and Financial Analysis.

**Module Learning Outcomes**

* to comprehend the main objectives of financial accounting;
* to master the concepts, assumptions, principles, rules, and constraints in financial accounting;
* to know how to account for the events and to understand the construction of accounting information data, the relationship between business transactions and their impact on the financial statements;
* to be able to mobilize accounting information as one of the relevant sources of information in firm decision making process;
* to introduce the most widely accepted accounting theory and practice;
* to enable students to read and interpret real company's financial statements: balance sheet, income statement and statement cash flows
* to make students aware of the role of financial information in the decision-making process.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has acquired general business knowledge, tools and concepts and is able to use them to propose integrative solutions to business problems**

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

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| **Teaching Method** | Lectures, class/group work and exercises |
| **Evaluation** | * Continuous Assessment : 100 %   The global grade for this course is the average grade computed from the individual grades of the 2 parts composing the course |
| **Textbook** | Dyson, John R., Accounting for Non-Accounting Students, Pearson Education International, 8th edition  Horngren, et al., Introduction to Financial Accounting, Pearson Education International, 9th edition Attrill, Peter, et al., Accounting and Finance for Non-Spécialists, Prentice Hall, 6th edition McKenzie, Wendy, Using and Interpreting Company Accounts, Prentice Hall, 4th edition |
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|  | Ecole Supérieure de Commerce  **Introduction to Management** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Strub Lionel | **Department** | HOS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 5.0 | **US**  **Credits** | 2.50 |

**Module Description**

This course aims at providing students with a solid introduction to management. Knowledge acquired in this course will provide an essential base for the further development of their managerial skills, independently of the professional orientation they choose later-on. Throughout this course, we will discuss the fundamental social and economic functions of managerial action, identify major theoretical traditions, read some of the fundamental authors, and debate some of the characteristics and challenges of contemporary managerial work.

**Module Learning Outcomes**

1.

Develop students' knowledge about the nature of managerial action, and the diversity of

both management theories and managers' every-day situations.

2.

action. 3.

Allow students to cultivate a systemic perspective on organizations and managerial

Enable students to reflect critically and constructively about the challenges and limitations

of contemporary managerial practices.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has acquired general business knowledge, tools and concepts and is able to use them to propose integrative solutions to business problems**

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

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| **Teaching Method** | This course is based on a dual approach involving cases and more conceptual readings. Its overall orientation is inductive and founded on the belief that learning by appropriation, discussion and discovery is both more engaging and sustainable than traditional top-down lecturing. Throughout the course, we will use mini case studies, video sequences, and student presentations as bases for class discussion. For each session, additional readings for students who wish to go beyond the issues raised in class will be provided on the Moodle course website. |
| **Evaluation** | * Continuous Assessment : 100 %   Individual assessment :   * 30% Class participation * 40% Learning journal Collective assessment : * 30% Cases studies and présentations |
| **Textbook** | Robbins, S., DeCenzo, D., Coulter, M., Rüling, C. 2016. Management. Paris: Pearson Education. |
| **Bibliography** | A detailed bibliography and all additional documents will be available on the course Moodle website. |
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|  | Ecole Supérieure de Commerce  **Project Management Cartes** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Buer-Chemin Sophie | **Department** | MTS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 4.0 | **US**  **Credits** | 2.00 |

**Module Description**

The primary objective of this course is to understand the application of project management principles, tools and techniques to successfully complete a project.

**Module Learning Outcomes**

The specific objectives that support the primary objectives are:

* Aligning projects with Organization Strategy
* Organization (Goals, Structure, Culture)
* Apply the structured project management principles, tools and techniques to define, plan and control a project
* Facilitate a team project planning session and effective collaboration within a team
* Create a organization breakdown / work breakdown structure
* Develop a personnel resource plan
* Perform a risk assessment, devise a risk mitigation strategy and create a risk management plan
* Create a project budget

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has acquired general business knowledge, tools and concepts and is able to use them to propose integrative solutions to business problems**

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Is capable of selecting and using the appropriate tools from each discipline to analyze a business problem and offer an integrated solution

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| **Teaching Method** |  |
| **Evaluation** | * Continuous Assessment : 100 %   Individual project assignment – 30% Final Exam – 45%  Group Case Analysis report – 25% |
| **Textbook** |  |
| **Bibliography** |  |
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|  | Ecole Supérieure de Commerce  **Quantitative Methods** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Humbert Marc | **Department** | MTS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 5.0 | **US**  **Credits** | 2.50 |

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| **Module** | This course is comprised of approximately 1/3 operations research and 2/3 statistics. It aims to |
| **Description** | * give the students an idea of modelling for management in simple situations |
|  | * provide a basic practice of useful statistical tools in professional life |
|  | * propose an opening to a deeper practical reflection for those that want it. |

**Module Learning Outcomes**

To bring all students to a MINIMUM LEVEL of knowledge and skills in the subject

and offer something more in-depth for those that want it. The minimal level corresponds to:

* The realisation of what quantitative methods (operations research and statistics) can bring to decision making in management.
* A basic knowledge of the use of these methods in supporting software.

At the time of the examination at the end of the module, the students must prove that they reach this minimal level; they will have to know how to:

* build a scheduling graph for a small project and put together a calendar for the execution of the tasks.
* model simple problems in the form of linear programs, solve them with the help of Excel and interpret the results.
* choose good methods of description of quantitative and qualitative (single and dual) information and apply them using Excel.
* estimate a proportion or an average for a population with a confidence interval using a sample.
* identify good models and hypotheses to be applied in certain situations and carry out these tests (test on an average or a proportion, test on 2 averages, test of Chi-deux, analysis of variance to a given factor, regression and simple correlation).

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| **Teaching Method** |  |
| **Evaluation** | * Examination : 80 % * Continuous Assessment : 20 % |
| **Textbook** |  |
| **Bibliography** |  |
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|  | Ecole Supérieure de Commerce  **Software Skills and Basics Modeling** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Khara Vibhuti | **Department** | MTS |

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| **Contact Hours** | 15.0  hours | **Total Study Hours** | 15.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 2.0 | **US**  **Credits** | 1.00 |

**Module Description**

Discover fonctionalities and good practices of Microsoft office tools. MS Excel and Word in a self- paced online learning module.

**Module Learning Outcomes**

Student will become proficient with the basics of Microsoft office & tools.

He/she will develop a global understanding and be able to acquire knowledge depending on his/her professional & academic aspirations.

By following this course student will be able to

* accomplish tasks on dashboard/tables with numerical data
* establish documents like reports and make use of memory tips

Text manipulation and handling:

* will learn to use Microsoft Word indispensable functions for tasks, long and short documents (like reports…), table of contents

Spreadsheet:

* will learn to use all the important MS Excel functions, as well to methodically organize a worksheet with calculations.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has developed knowledge and skills for managing technology, innovation and related organisational changes**

Understands and anticipates the impact of innovation and technology on organizational performance

Learning goal 2 : **Has developed critical thinking and problem-solving skills**

Is able to collect, in a relevant, organized and non-biased way, the necessary information and data

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| **Teaching Method** | The course is conducted in 3 parts   * Face to face teaching sessions to validate the methods used in resolving the different exercises and learning. * Self-paced online learning sessions * Preparation for Microsoft Certification Exam |
| **Evaluation** | * Examination : 50 % * Continuous Assessment : 50 %   The final assessment will be in 3 parts   1. Self-assessment - to allow students to evaluate their knowledge in relation to their initial level and the level attained by the end of semester. 2. An examination at the end of the semester 3. Microsoft Certification Exam |
| **Textbook** |  |

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|  | Ecole Supérieure de Commerce  **Geopolitics** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Belhoste Nathalie | **Department** | HOS |

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| **Contact Hours** | 15.0  hours | **Total Study Hours** | 15.0 hours | **Coefficient** | 0.6 | **ECTS**  **Credits** | 2.0 | **US**  **Credits** | 1.00 |

**Module Description**

The course objective is to give you a method of analysis to help you better understand the complexity of the international environment . It is also about to educate yourself on the informational analysis and develop your critical approach to information. We find it impossible to understand what geopolitical analysis is without being able to master the method and key terminologies.

**Module Learning Outcomes**

At the end of the course, students will have a basic understanding of how to apply geopolitical thinking to analysis and foresight of international business risk. This module will help develop your skills of future managers to build bases for strategic decision

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has developed critical thinking and problem-solving skills**

Is able to identify root causes of a problem

Is able to collect, in a relevant, organized and non-biased way, the necessary information and data Is able to analyse the collected data through relevant methodologies

Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly

Is able to choose a position and defend it

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| **Teaching Method** | The pedagogical approach will involve lectures, class activities, team and individual research. Teams of students will apply the course materials to an in-depth case study of a selected country, and will present their research at the end of the course. |
| **Evaluation** | * Continuous Assessment : 100 %   Team presentation of in-depth case study of a selected country (70%) 2 Individual quiz (30%) |
| **Textbook** | See on Moodle |
| **Bibliography** | See on Moodle |
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|  | Ecole Supérieure de Commerce  **Information Literacy for Technology Management** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Dal Zotto Pierre | **Department** | MTS |

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| **Contact Hours** | 36.0  hours | **Total Study Hours** | 36.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 7.0 | **US**  **Credits** | 3.50 |

**Module Description**

This course covers:

* The transformation phases of socio-economic technology progress by addressing the concepts of technology progress and industrial evolution, potential technology value and capacity innovation, diffusion, and adoption of innovation and technology. Also, knowing how to convince of and sell technology use.
* Learning how to professionally and efficiently manage information in order to facilitate decision- making. Knowledge of information sources (white and grey sources). Methods for collecting, selecting and evaluating information.

**Module Learning Outcomes**

Have at your disposal theoretical reference points and key methodological principals for controlling information in order to develop a critical mind set and solve problems:

* Knowledge of different information sources: different mediums and tools available, their contributions and limitations.
* Contextual reflection on information societies, the information market, companies information needs, needs in terms of information, the relationship between information and decisions, the expression of needs for putting research plans into action.
* Evaluating information: analyzing information, from technique assessment to content analysis for making recommendations.

Understand technology management: socio-economical impact of technology, technological rupture phenomenon and main management issues of creating and capturing value, of adoption and circulation across markets and of strategic positioning of the innovator.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has developed knowledge and skills for managing technology, innovation and related organisational changes**

Understands and anticipates the impact of innovation and technology on organizational performance

Learning goal 2 : **Has developed critical thinking and problem-solving skills**

Is able to collect, in a relevant, organized and non-biased way, the necessary information and data

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| **Teaching Method** | The pedagogy of this course is meant to be proactive, based on interaction between students who will have texts to read and work to complete between one class and the next.  In order to facilitate the approach and to bring it closer to real circumstances, a practical scenario stemming from problems brought up by the participants of l'RT Nanoelec will be used as the common theme over the course of the different classes. It will be used as the guideline for the whole of the course. Current events will be looked into with a focus on the Internet of Things and the associated technologies.  The teaching will look into (1) the main definitions and concepts, science, technologies, and innovation or sources of technical progress, (2) technology dynamic of industries, (3) the value of technology or the search for competitive advantages, and (4) the issues of technical progress for economic growth.  Specialists of information control and in technology management will alternate in order to render the course the most captivating and efficient as possible. |

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| **Evaluation** | * Continuous Assessment : 100 %   The individual final grade will be composed of two grades:   * 60% comes from the individual multiple-choice exam, as well as participation. * 40% comes from the from the group evaluation, obtained by assessing various works throughout the course. |
| **Textbook** |  |
| **Bibliography** | Garry D. Bruton, Margaret A. White, Strategic management of technology and innovation, 2nd ed., International ed. - London : South-Western Cengage Learning, 2011.  Melissa A. Schilling, Strategic management of technological innovation, 3rd ed. - New-York : McGraw-Hill/Irwin, 2010.  Delbecque E. & Fayol J-R, Intelligence Economique. Vuibert, 2012.  Robert A. Burgelman, Clayton M. Christensen, Steven C. Wheelwright, Strategic management of technology and innovation, 5th ed.,International ed. - London : McGraw Hill Higher Education, 2009.  Deschamps C. & Moinet N., La boite à outils de l’Intelligence économique. Dunod, 2011.  Joe Tidd, John Bessant, Keith Pavitt, Management de l'innovation, Intégration du changement technologique, commercial et organisationnel, direction de la traduction Jean-Pierre Verecken, De Boeck, 2006.  Saunders M. N.K., Lewis P., Thornhill A., Research Methods for Business Students. Pearson Education, 2012.  Crebert, G., Patrick, C.-J., Cragnolini, V., Smith, C., Worsfold, K., & Webb, F., Information Literacy Toolkit, 2011.  Scott Shane, Technology Strategy for Managers and Entrepreneurs, Pearson Prentice Hall, 2009. Legrain & al. Coord., Guide du Routard de l’Intelligence Economique. Hachette. (2012) |
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|  | Ecole Supérieure de Commerce  **International Negotiation and Sales Techniques** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Coletti Michele | **Department** | MKT |

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| **Contact Hours** | 24.0  hours | **Total Study Hours** | 24.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 5.0 | **US**  **Credits** | 2.50 |

**Module Description**

The module is composed of two portions: the first is related to personal sales with an emphasis on the international environmment and B2B transactions; the second is meant to provide students with both the knowledge and the skills needed to succeed in personal and professional negotiations.

**Module Learning Outcomes**

The first portion of the module aims at teaching the main components of an effective interpersonal communication.

The second portion is designed to help participants to become more effective negotiators.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has developed effective communication skills** Demonstrates clear and concise oral communication Demonstrates clear and concise written communication

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| **Teaching Method** | The module is based on practical content and is highly interactive |
| **Evaluation** | * Continuous Assessment : 100 %   Evaluation will be based on the student capability to put into practice the content taught |
| **Textbook** | * ABCs of Relationship Selling by Charles M. Futrell * The Mind and Heart of the Negotiator: International Edition by Leigh L. Thompson |
| **Bibliography** | Selling 101: What Every Successful Sales Professional Needs to Know by Thomas Nelson |
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|  | Ecole Supérieure de Commerce  **Introduction to Law** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Gleason Ted | **Department** | GDF |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 100.0  hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 5.0 | **US**  **Credits** | 2.50 |

**Module Description**

This module begins with an overview of legal systems and a comparison of the major legal systems of the world (Civil Law v. Common Law). The module then describes two Common Law systems, UK and US, with a special emphasis on contract law. The module also includes the french system of law for francophone students, and other students who choose to follow the entire module, again with an emphasis on contract law.

The course is intended to familiarize students with legal concepts, and includes a large number of terms and vocabulary.

**Module Learning Outcomes**

At the end of this course, students will:

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Be able to identify the big differences between the French system and the common law

systems

* Be able to use some legal tools, and understand fundamental contract law principles
* Be able to understand and express with the main legal vocabulary.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Has acquired general business knowledge, tools and concepts and is able to use them to propose integrative solutions to business problems**

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Learning goal 2 : **Has developed effective communication skills**

Demonstrates clear and concise written communication

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| **Teaching Method** | This module is divided into 3 parts: French law, UK law and US law.  The course will primarily consist of face to face teaching of theory and seminars and workshops of application. This will include class discussions and live case studies through oral presentation.  There will be outlines and handouts of reading material and research to be done in the library on the relevant topics, writing of legal opinion and answers, and consulting legal dictionaries for vocabulary and meanings. |
| **Evaluation** | * Examination : 50 % * Continuous Assessment : 50 %   Evaluations aim at checking whether participants have acquired a proper understanding of key concepts and are able to apply it in concrete situations.  They are composed of a continuous assessment made by the three teachers (one for French law, one for UK law, and one for US law) and a final exam which covers the entire module’s content (students choose two out of the three topics (French, UK, or US law) on which to write the exam. |

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| **Textbook** | Common Law: Introduction to the English and American Legal Systems, Eileen Servidio-Delabre, Paris, Dalloz-Sirey, 2004. 245 p.  ISBN 2-247-05562-1;  Available in GEM library: 321.55 SER  Comparative Law in a Changing World, Peter de Cruz, 3rd Ed., Available in GEM library: 321.62 DEC |
| **Bibliography** | Keenan, Denis J.  Smith & Keenan's law for business / Denis Keenan. - 13th ed. - New York : Pearson Longman, 2006.. - xli, 682 p. : ill. - In English.  Previous ed.: 2003.  ISBN 1-4058-7263-2. -ISBN 978-1-4058-7263-8. -ISBN 978-1-4058-2404-0  Site : E-BOOK = [http://proxy.grenoble-](http://proxy.grenoble-/) em.com/login?url[=http://](http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781)w[ww.dawsonera.com/depp/reader/protected/external/AbstractView/S9781](http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781) 405872638 |
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|  | Ecole Supérieure de Commerce  **Managerial and International Macro Economics** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | O Sullivan Patrick | **Department** | HOS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 5.0 | **US**  **Credits** | 2.50 |

**Module Description**

This course will cover the fundamentals of microeconomics and of macroeconomics with a particular emphasis on those aspects which are most relevant to business management. In the microeconomic part topics covered will include demand, supply, elasticity analysis, cost theory in particular as an input to rational business decision making and project appraisal, theories of perfect competition and monopoly, conditions of optimal resource allocation .

In the section on international macroeconomics topics will include an introduction to fundamental concepts of macro theory, basic circular flow model, neo-classical, Keynesian and post- Keynesian approaches to macroeconomic policy, monetary and foreign exchange rate theory, international trade theory, brief introduction to business cycle theory and analysis of international financial crises.

**Module Learning Outcomes**

At the end of the module a student should have:

* A grasp of the fundamentals of microeconomics and a clear awareness of how the concepts of microeconomics can be of practical use in a business context (marketing, project appraisal, etc)
* An understanding of the basics of macroeconomics and an ability to see the implications of macroeconomic developments in the world economy for a particular business
* A basic understanding of business cycle theory and financial crises and of their implications for business strategic planning
* An ability to interpret macroeconomic policy stances and tyheir implications for business.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment**

Demonstrates comprehension of economic differences and the global business environment

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| **Teaching Method** | Lectures and interactive class discussions either based on case studies or on general discussions of economic policy |
| **Evaluation** | * Examination : 100 %   A comprehensive examination consisting of   1. a multiple choice quiz to test basic knowledge of concepts 2. a set of essay questions which will require students to show their analytical ability in economics and their ability to conduct a critical assessment of economic policy issues. |
| **Textbook** | BLANCHARD O (2012) "Macroeconomics" 56h edition, Pearson London. This is now available as an e-book.  SLOMAN J, WRIDE A, GARRATT D (2012) "Economics" Pearson Prentice Hall, Harlow ISBN 139780273705123. This is now available as an e-book from Pearson site. |
| **Bibliography** | ALLINGTON N and O'SULLIVAN P (2006) "Introduction to Economics; a custom text" Pearson London |
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|  | Ecole Supérieure de Commerce  **Self-knowledge and life project : using the MBTI typology** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Galli Isabelle | **Department** | HOS |

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| **Contact Hours** | 9.0 hours | **Total Study Hours** | 9.0 hours | **Coefficient** | 0.0 | **ECTS**  **Credits** | 0.0 | **US**  **Credits** | 0.00 |

**Module Description**

The Myers Briggs Type Indicator (MBTI)is particularly useful in the initial phase of undertaking a personal assessment and professional orientation ; the MBTI allows a person to discover the major, ingrained traits and characteristics of his personality. This will help the student to establish a career project that corresponds to his ambitions and skills.

Its true predictive value allows the attitudes of a given type to be easily combined with the needs of a given profession.

**Module Learning Outcomes**

* encourage knowledge of oneself and others, start the assessment,
* determine the potentials which will help or hinder the exercise of the chosen profession
* identify the fundamental attitudes in order to:
* allow the student to define the manner in which he can express himself in a specific type of profession
* help define the criteria for the choice of a profession or sector of activity.

**This module has a high level of contribution to the following learning goals for the program**

Learning goal 1 : **Is able to work effectively and constructively in a group**

Is able to work effectively and constructively in a group

Learning goal 2 : **Has discovered his/her leadership capabilities**

Is able to develop his/her abilities to exercise leadership

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| **Teaching Method** | The procedure used in this course aims to allow each student to discover for him/herself their true personality, in a number of stages. A questionnaire, presentations and group exercises will be used. |
| **Evaluation** | * Continuous Assessment : 100 % |
| **Textbook** |  |
| **Bibliography** | * Please understand me : Character & Temperament Types, David Keirsey M. Bates * Psychological Types at Work : an MBTI perspective, Rowan Bayne * Cauvin, P. et Cailloux, G. () Deviens qui tu es, editions Le Souffle d'Or, Paris. |
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