

Courses Offer

# 2016-2017

Graduate Level

Graduate Certificate in Global Technology Entrepreneurship –

Master 1

# Graduate Certificate in Global Technology Entrepreneurship- Master 1

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| Global Technology  Autumn 2016 – Semester 1 | Sept-Dec | |
| COURSES  Choice up to 30 ECTS | Classes hours | ECTS credits |
| Behaviour at work & Psychosocial Risks | 27 | 4 |
| Corporate Finance | 27 | 4 |
| Human Resource Management | 42 | 7 |
| Information Systems | 15 | 3 |
| Business Law | 27 | 4 |
| Operations & Supply Chain Management | 27 | 4 |
| Strategic Management | 27 | 4 |
| 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.

Graduate Certificate in Global Management- English track year 2

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| Global Technology  Spring 2017 – Semester 2 | Jan-May | |
| Courses  Choice up to 30 ECTS | Classes hours | ECTS credits |
| Design Thinking fror Managers | 27 | 6 |
| Fundamentals of Entrepreneurship & Commercialization | 27 | 6 |
| Garage | 27 | 6 |
| Internationalizing the SME / International Strategy | 27 | 6 |
| Legal aspects of New Technologies Management |  | 6 |
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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  **Behaviors at work and Psychosocial Risks** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 62.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 4.0 | **US**  **Credits** | 2.00 |

**Module Description**

This course aims at developing participants' knowledge of how organizations function on individual, group and organization levels. Students will learn how to combine concepts and models of analysis on different levels to enhance their understanding of organizational phenomena. They will develop an understanding of the most important managerial approaches towards power and politics in organizations, managing groups and teams, and analyzing work organizations.

**Module Learning Outcomes**

1. Understand the bases of individual behaviour and interpretation
2. Be able to analyze group and team dynamics, leadership and to develop an adequate managerial position
3. Understand the interplay of organization structure, culture and politics
4. Understand the decision making processes (rational-economic model, critiques to the rational model, organizational impacts)
5. Understand issues on leadership
6. Be able to to analyse a corporate culture versus a corporate structure
7. Underline the social and societal necessity to undertake concrete action on Psycho-social risks

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| **Teaching Method** | The course uses in turn cases studies, articles, videos to concretely make the link between theory and field |
| **Evaluation** | * Continuous Assessment : 100 %   Students will be asked to apply the concepts and tools learned throughout this course with an individual assignment |
| **Textbook** | Robbins, S.P. 2005. Organizational behavior. 11th ed. Upper Saddle River, NJ: Pearson Education. [or prior edition];  or  Buchanan, D., & Huczynski, A. 2004. Organizational behaviour. 5th ed. Harlow: Pearson Education. |
| **Bibliography** |  |
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|  | Ecole Supérieure de Commerce  **Corporate Finance** | **Syllabus** |

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

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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 course is based on selected chapters of the text book by Berk and DeMarzo "Corporate Finance", covering the following:

1. Time value, Interest rates and Investment decisions
2. Fundamentals of capital budgeting and Valuing bonds
3. Capital Budgeting and Valuation with leverage
4. Leasing

**Module Learning Outcomes**

1. Understand the principles underlying investment decisions
2. Master the main tools of capital budgeting
3. Be capable of comparing the costs of different sources of financing

**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

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

Demonstrates clear and concise oral communication

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

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

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| **Teaching Method** | Lecture and exercises. Students are expected to read the suggested chapters of the basic text book regularly (before and after classes). The reading of the relevant chapters of the other suggested text books is highly recommended as complementary study. Students are also expected to be active in class.  Students are advised to go through the following modules of "Cross Knowledge":   1. Fundamentals of Finance, parts 1, 2 and 3 2. Understanding Financial instruments, all parts except that on options 3. Value creation, parts 1 and 5 |
| **Evaluation** | * Examination : 60 % * Continuous Assessment : 40 %   Group homework and final exam. Each assessment will be on all the covered concepts and tools. For the final exam, students are allowed to come with a 4-page self-written summary of the course. |
| **Textbook** | Jonathan Bek and Peter DeMarzo: Corporate Finance (Pearson International, Addison-Wesley) |

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| **Bibliography** | BREALEY & MYERS: "Principles of Corporate Finance", Mac Graw Hill, Inc. CHARREAUX: "Finance d’Entreprise", Litec 1994  ROSS, WESTERFIELD & JAFFE: "Finance Corporate" SOLNIK: "Gestion Financière", Nathan  VERNIMMEN, P: "Finance d’Entreprise" Any other Corporate Finance textbook |
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|  | Ecole Supérieure de Commerce  **Human Resource Management** | **Syllabus** |

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

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| **Contact Hours** | 42.0  hours | **Total Study Hours** | 42.0 hours | **Coefficient** | 1.4 | **ECTS**  **Credits** | 7.0 | **US**  **Credits** | 3.50 |

**Module Description**

People are at the heart of organisations and are often one of the most important resources available to management. However, managers have traditionally regarded human resource management (HRM) as a necessary evil, rather than a source of value to an organisation. Recent research challenges this view: HR practices are likely to be an organisation's source of competitive advantage. Indeed, decisions such as whom to hire, how much to pay, what training to offer, and how to evaluate employees - this all affects employees' ability to provide goods and / or services to clients. Hence, one of our objectives is to learn about these various policies and practices. Through case studies and problem-solving exercises, you will be better prepared to identify critical problems, evaluate various courses of action, and defend your own decisions.

This module provides an introduction to the critical issues facing organisations in simultaneously managing their human resources. It focuses on the connection between corporate strategies and the effective management of human resources, which at times, may require differing policies.

Topics include Compensation & Training, Company objectives and Employees Development, Organization Design & Learning, Recruitment & Selection process and Labor Law.

**Module Learning Outcomes**

The objectives of this course are to

* provide an introduction to Human Resource Management and the factors that affect the management of human resources
* understand the various functions HR departments carry out in organisations as well as the resources and competencies necessary to fulfil these functions
* understand conceptual and analytical frameworks which help organisations to decide upon approaches and strategies in the management of their workforce
* understand key challenges HRM departments are facing today
* develop managerial competences to recruit, retain and motivate employees

## 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

## Learning goal 2 : Considers the human, social and environmental consequences of business decisions and practices

Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders

Is able to choose a sustainable course of action and defend it

Learning goal 2 : **Has developed effective communication skills** Demonstrates clear and concise oral communication Demonstrates clear and concise written communication

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 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

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** | Lecture, cases, discussion, presentations, guest speaker, elearning, journal articles |
| **Evaluation** | * Examination : 60 % * Continuous Assessment : 40 % Quiz, exam and group work |
| **Textbook** | This course is article based. However students are encouraged to do extra readings. Any HRM textbook can be used for that. A list of existing textbooks are provided below. Those can be found in the library. |

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| **Bibliography** | TOM REDMAN and ADRIAN WILKINSON, Contemporary Human Resources Management, Prentice Hall second edition, ISBN 078-0-273-68663-7.  GARY DESSLER, Human resources management, Pearson education 2005 10th international edition, ISBN 0-13-127677-8.  O'Sullivan, P.Esposito M, and Smith M (2012) Business Ethics : Integrating Ethics Across the Business World. Routledge, London  JULIE BEARDWELL and TIM CLAYDON;, Human resources management a contemporary approach; Prentice Hall fifth edition published 2007, ISBN 978-0-273-70763-9  SPARROW P., HILTROP J.M; European Human Resource Management; Prentice Hall 1994 ISBN01320020955  MENDENHALL and ODDOU; Readings and cases in International Human Resource Management; 2000, International Thompson Publishing Euroep, London U ISBN03240006349  DOWLING PJ. WELCH DE and SCHULER RS; International Human Resource Management (Management of people in a Multinational Context; 4th Edition, 2004, Thomson, ISBN 184480013X  ROBBINS P. STEPHEN; International Edition of Organizational Behavior.; Prentice Hall 2003 edition, New Jersey ISBN 0-13-120203-0 2003 (10th edition). Prentice Hall, |
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|  | Ecole Supérieure de Commerce  **Information Systems** | **Syllabus** |

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

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| **Contact Hours** | 15.0  hours | **Total Study Hours** | 15.0 hours | **Coefficient** | 0.5 | **ECTS**  **Credits** | 3.0 | **US**  **Credits** | 1.50 |

## Module Description

Course Rationale

Information and knowledge are now recognized as critical resources in the modern organization. Information Systems (IS) are socio-technical systems made of Information Technology (IT), people, organizational structures and business processes.

Information systems – due to the dramatic progress of IT (e.g., computers, software, networks) in the last forty years – now represent the nervous system of most enterprises, and have become a crucial resource to ensure the competitive viability of almost any business. In fact, most organizations’ value-creating strategies, products and processes today entail significant reliance on information and information systems.

In spite of the rising complexity and pervasiveness of IT-based information systems, there is a persistent scarcity of business managers who are well versed in IS. Historically, the IS function has been the province of technologists who were not trained in management schools. However, IT specialists typically lack a sufficiently detailed understanding of the objectives, priorities, and business processes of an organization. Thus, they are unable to conceive, select, design, develop and implement adequate information systems without the significant active involvement of business managers. It is therefore of paramount importance that functional and general managers (i.e., non-IT-specialists), for whom information systems are a vital resource, develop a profound understanding of IT and IS. While leaving the IS function solely in the hands of technologists is a critical mistake, now recognized, failing to develop managers that are well versed in IS represents the other side of the same shortcoming.

Carefully note that the above argument does not simply call for more computer literacy and hands-on training. End-user skills, such as performing routine personal productivity tasks (e.g., word processing), analyses (e.g., spreadsheet modeling), and communications (e.g., electronic mail, web publishing), are critical. However, they are inadequate for managers who must employ technology to develop new products and strategies, need to transform their organization, and have to lead their firms in the face of continued competitive threats. We need general and functional managers to develop a strong grounding in the concepts and language of IT, and to develop a sound appreciation for the information resource and for the information systems that can be acquired and developed to create business value.

To further compound the problems described earlier, the popularization of computing and the rapid expansion of the software industry have lead to great hype and confusion. Vendors, pundits, “experts” and various other commentators are all attempting to “educate” potential customers about the advantages and benefits of each new technology. This wealth of “information” (and often misinformation) creates an overload problem leading to the manager’s inability to discriminate reliable and accurate information from the many incomplete, ambiguous, misleading or just plain wrong sources. In this environment it becomes fundamental for the business manager to understand fundamental IT concepts and to be able to critically analyze information systems issues.

This course aims to start you on your way to becoming a competent and IS-savvy manager. The class provides you with a solid foundation in IS upon which you can build further through formal or independent studies. The audience for the course is prospective general and functional managers and entrepreneurs in any industry. However, the course is challenging and does not shy away from some of the technical complexities that are necessary to thoroughly understand IT and its applications and limitations.

**Module Learning Outcomes**

The course assumes no IT or IS specific knowledge and aims at building such a knowledge base through lecture, discussion, case studies, guest lectures, independent readings, and group projects. During this course we will:

1. Define and understand the concept of IS and its component parts.
2. Be able to set direction and plan for the management and use of IS resources.
3. Analyze the fundamentals IT concepts and develop the appropriate language.
4. Know the major computer and information systems currently in use in organizations and be able to analyze their appropriate design and deployment.
5. Understand the strategic role of IS in modern enterprises.
6. Understand current IS management issues and trends.

In the pursuit of these objectives, we will study the technology itself and the organizational issues that accompany its deployment.

**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 Is capable of understanding and analyzing an innovative process

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| **Teaching Method** | Theoretical introductions with practical examples and exercises |
| **Evaluation** | * Continuous Assessment : 100 %   Grading  The grading scheme is designed to test both your knowledge and mastery of the skills and concepts taught, and your positive value-adding contribution to the learning journey of the class. The following is the grade breakdown and description.  Topic Check-ups 50%: Throughout the course we will have in-class tests. The objective of these check-ups is three-fold. First, they allow you to gauge how well you are progressing through the course material. Second, they allow me to see how the class is doing and how well each topic has been assimilated by the group. Third, they allow me to assess your individual progress and provide you with timely and specific feedback.  No make-up check-ups are offered. Recognizing that very rare and unforeseen events may prevent you from being present, you are allowed to drop one of the scores.  Final Exam 40%: The final exam is designed to test your understanding of the material and the analytical skills you have developed through the semester. As such, it is in the form of a paper, not a timed exam. More information about this deliverable will be provided separately.  Professionalism 10%: We will maintain a high standard of professionalism at all times. Beyond the obvious, not disrupting the class by being late, talking to the people nearby, using laptops for other than note-taking – professional conduct includes the ability to address ideas not people. That is, you can disagree, even strongly, with a classmate or me during a discussion, but you need to be able to do so without being perceived as personally attacking the other person. Professional behavior is of paramount importance any time guest speakers visit our class. |
| **Textbook** | Piccoli G., Pigni F. (2016) Information Systems for Managers: Text and Cases, 3.0 edition Prospect Press - <http://www.prospectpressvt.com/titles/piccoli-3e/> |
| **Bibliography** |  |
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|  | Ecole Supérieure de Commerce  **Business 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** | 87.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 4.0 | **US**  **Credits** | 2.00 |

**Module Description**

The course aims to provide an understanding of different company forms in various legal systems, as well as the legal consequences (rights, duties, obligations, and liabilities) of company formation. It takes a broad comparative approach and will look at company law in the leading legal systems (France, Germany, UK, US, EU, and China).

**Module Learning Outcomes**

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

* Understand the different company forms available in various countries;
* Use legal vocabulary according to subjects studied;
* Detect principal legal issues according to the subjects studied;
* Bring basic solutions to legal issues.

**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 critical thinking and problem-solving skills**

Is able to identify root causes of a problem

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| **Teaching Method** | Primarily the course will consist of face to face teaching of theory and seminars and workshops of application.  There will references to reading material available in the library, course materials to be posted on the Moodle page, research to be done in the library/online concerning relevant topics, consulting legal dictionaries for vocabulary and definitions, and problems through which the students will be required to apply the legal principles to factual scenarios. |
| **Evaluation** | * Examination : 50 % * Continuous Assessment : 50 %   The evaluation intends to check whether participants have acquired a proper understanding of key concepts and are able to apply it to concrete situations.  It is composed of a continuous assessment and a final exam which covers the entire module’s content. |
| **Textbook** | Selected Chapters from the following texts:  Business Law in the Global Marketplace, Peter NAYLER, published by Elsevier AND  Comparative Law in a Changing World, Peter DE CRUZ, published by Routledge-Cavendish |

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| **Bibliography** | Company Law, Ben PETTET, 2nd Ed., published by Pearson Education Limited |
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|  | Ecole Supérieure de Commerce  **Operations and Supply Chain Management** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 75.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 4.0 | **US**  **Credits** | 2.00 |

## Module Description

This course is composed of:

* 1 Auditorium session introducing the topic and the rules of the course;
* 8 class sessions consisting of the presentation and discussion of the basic concepts, the analysis of case studies, exercises and a simulation.

The structure of the course is designed to highlight the role of operations and supply chain management (OSCM) as a critical link between the operational and the strategic levels. The focus of the course starts with the strategic level and progressively moves towards the operational level:

* Designing a supply chain in relation to strategy. Topics 1 and 2 will provide a « macro » vision, by going over the various manners as well as the challenges of designing a coherent system. The goal here is to show the key role of OSCM in the implementation of a global strategy;
* Establishing linkages along the supply chain. Topics 3, 4 & 5 focus on the importance of integration between the components of a supply chain. Information circulation (topic 3) and selecting the right inventory management method (topic 4) are crucial with this respect. Also, in a context where a major part of the value embedded in a product is created by external players, topic 5 will help understand the role of the purchasing function and the various options in managing suppliers;
* Managing flows at the operational level. Last, Topic 6 deals with the purely operational level, through tools and concepts that focus mostly on the management of internal and day-to-day issues. The content will bring additional vocabulary on the management of quality (general philosophy as well as modes of management).

Introduction (audito)

Topic 1. Describing and understanding the supply chain

Topic 2. Designing the supply chain in relation to the business strategy Topic 3. Integrating the components of the supply chain

Topic 4. Managing inventories along the supply chain Topic 5. Sourcing and managing relationships to suppliers Topic 6. Analysing and improving processes

**Module Learning Outcomes**

* Understand how OSCM contributes to global business performance,
* Know how to assess the benefits and costs of alternative forms of organizations of the supply chain,
* Know the basic vocabulary of supply chain management, inventory management, purchasing, process and quality management.

**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**

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** | Pedagogy will be based on:   * Presentations by the instructor of the basics concepts and examples, in interaction with students, * Case and mini-case studies, * Exercices, * A simulation. |
| **Evaluation** | * Examination : 45 % * Continuous Assessment : 55 % * Final exam (MCQ), indiv, 45% * Case study on key decision areas in Supply Chain Management, group work, 15% * Case study on Purchasing, group work, 15% * Exercises on Process analysis, group work, 10% * "Professionalism", indiv, 15%   For groupwork, students will be assigned teammates by the instructor. Professionalism takes into account :   * attendance; * punctuality; * participation; * completion of other small assignments the instructor may ask for on top of the main activities. |
| **Textbook** | * Simchi-Levi, D., Kaminsky, P. and Simchi-Levi E., Designing and Managing the Supply Chain: Concepts, Strategies, and Case Studies, McGraw Hill Higher Education, 3nd edition, 2009 * Bozarth, C.C., Handfield, R.B., Introduction to Operations and Supply Chain Management, Pearson International Edition, 2nd Edition, 2008   For each session, one chapter taken from these textbooks is pointed as a key reference (see the course overview), for students willing to go further or consolidate their understanding.  A number of other references and links are available on Moodle (websites, papers, etc.). |
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|  | Ecole Supérieure de Commerce  **Strategic Management** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Thomas Mark | **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 strategic management course is designed to expose students to the many facets of strategy which translated to why certain companies outperform their competition and gain sustainable competitive advantage. It is not a course on strategic planning but will provide students with tools to perform a strategic analysis. Students attending this course have a heterogenous background, both in experience and culture. This brings a variey of knowledge to the class and through active particpation ensures that examples from different industries and nations can be thoroughly understood.

**Module Learning Outcomes**

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

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Understand the complexities that general managers face in strategy development and implementation at various phases in a company’s growth cycle.

* Determine the attractiveness of various industries and competitive positions of firms within these industries using various strategic models.
* Distinguish elements of strategic capability in organisations: resources, competences, core competences and dynamic capabilities
* Recognise the role of continual improvement in cost efficiency as a strategic capability
* Analyse the influence of an organisation’s culture on its strategy using the cultural web
* Explain the relationship between competition and collaboration
* Identify alternative directions for strategy, including market penetration or consolidation, product development, market development, and diversification
* Understand how mergers / acquisitions impact the strategic growth objectives of a firm; also to study the effects of consolidation on several key industries.
* Analyse business models used by successful firms.
* Analyse the role that globalisation will play in future growth strategies of many industries.
* Determine how personal skills & competences impact corporate strategy.

**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 written communication

Learning goal 2 : **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

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** | Lectures supplemented with presentations |

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| **Evaluation** | * Examination : 60 % * Continuous Assessment : 40 % |
| **Textbook** | Johnson, G., Scholes, K., & Whittington R., 2008 "Exploring Corporate Strategy" |
| **Bibliography** | Finkelstein, S. Why smart executives fail: Four case histories of how people learn the wrong lessons from history. Business History, Apr2006  Gibson B. Promotional Productivity. Pharmaceutical Executive [serial on the Internet]. (2006, Mar), [cited August 31, 2010]; 26(3): 42-44. Available from: Business Source Complete.  Laurel J. Reid, Stephen L.J. Smith, Rob McCloskey, The effectiveness of regional marketing alliances: A case study of the Atlantic Canada Tourism Partnership 2000–2006 Tourism Management, Volume 29, Issue 3, June 2008, Pages 581-593  Miller, D. The Icarus paradox, Business Horizons, Jan/Feb 1992 Mintzberg, H., Ahlstrand B., & Lampel J., 2002 “Strategy Safari”  Porter, Michael E., 1998 "Competitive Advantage: Creating and Sustaining Superior Performance" Porter, Michael E., 1998 “The Competitive Advantage of Nations”  Porter M. THE FIVE COMPETITIVE FORCES THAT SHAPE STRATEGY. Harvard Business  Review [serial on the Internet]. (2008, Jan), [cited August 31, 2010]; 86(1): 78-93. Available from: Business Source Com-plete.  Prahalad C, Hamel G. The Core Competence of the Corporation. Harvard Business Review [serial on the Internet]. (1990, May), [cited August 31, 2010]; 68(3): 79-91. Available from: Business Source Complete.  Thompson, M., 2008 Strategic Management  Woods, A., & Joyce P. 2001 Strategic Management: A Fresh Approach to Developing Skills, Knowledge and Creativity (Broché) |
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|  | Ecole Supérieure de Commerce  **Design Thinking for Managers** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 81.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 6.0 | **US**  **Credits** | 3.00 |

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| **Module Description** | Imaginary thinking and creative approaches are clearly important in innovation. Business students and managers are most often well trained in analytical thinking.  At the same time they might feel not to be creative enough or miss experience with the design process. Traditionally the educational system has given analytical thinking a high status and has placed less importance on the development of creative / innovative thinking. In a truly competitive world, with tricky problems to solve, a combination of analytical and creative thinking might be essential to come towards breakthrough solutions.  Design Thinking "borrows" some of the design process tools historically used by designers. It probably also is importantly to make you aware of what a designers mindset means and how this could be applied to create new products, services and circumstances. It is very much future focused; improving the existing situation, designing solutions that works better.  For innovative processes, much depend on people, the company culture and the authentic drive for value creation. Managers should understand creative approaches, have the open mindset to work with creative people, have confidence in their own creativity and intuition and foster innovative approaches in companies. Ideally, managers, designers and others drive innovation together, while putting design excellence is the centre of attention. However mindsets and objectives often differ and as a result co-operation isn't always smooth.  In this "Design Thinking for Managers" specialisation we will both consider design as a result, such as a perfectly designed product, but we will also as a process that can be used to solve business issues in a creative way. Design thinking means applying the method of design as a problem solving tool for business or other issues.  This specialisation does not aim to make you a designer, but it better prepares you to work with imaginative people to create the most adequate solution. It also aims to open your mind and to show you how you could apply the design process to find innovative solutions going beyond new product development only. And aims to help you to get more confidence in your own imagination.  In this course a section of topics will be covered;   * a user centered development process, based on empathy * design mindset * the strategic use of design |

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| **Module Learning Outcomes** | The objective is to make participants ...   * experience design thinking as a method for non-designers * aware of design aspects and the impact of design in companies * able to profit most from a collaboration with designers and other imaginative people * able to mediate between creative and possibly more sceptic corporate mindsets * able to bring creative solutions within companies by using creative approaches * learn by doing |

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| **Teaching Method** | This course is active and project-based. We are highly likely to be working on a project, that develops over the duration of this class and in which we will use a variety of the learnings.  A project example;  Your team will act as a design agency. You will have to analyse existing solutions and guided through different steps propose challenging new ones.  English language  The courses will be dispensed in English. Reading material will be in the English language. |
| **Evaluation** | * Continuous Assessment : 100 %   A professional attitude towards you project team is important. Your individual contribution in team work will be measured.  Please inform the instructor in advance, if for valid reasons, you know that you will not be able to participate in a session,  Being absent during a group presentation can lead to a zero for this part of the evaluation.  Individual and group work will be graded based on the presentation, clarity, quality of your analysis and recommendations. The main criteria are:   * The assignment was understood and answered comprehensively * Insight in the topic was demonstrated with links to the course concepts * Creative thinking is demonstrated * Conclusions are logic, meaningful and substantiated * Style, language and lay-out are neatness * Coherence of the proposed solutions * Professionalism * Participation and serious implication |
| **Textbook** | A selection of articles will be distributed during classes or placed on the e-learning platform  Recommanded readings  BROWN, T. (2008), Design Thinking, Harvard Business Review  KELLEY, T and KELLEY D. (2013), Creative Confidence: Unleashing the Creative Potential Within us All, Crown Business  SPARKE, P. (1997), The New Design Source book, Knickbrocker Press, Quarto Inc |

**Bibliography** Design Thinking / Innovation Method

BANFIELD, R., LOMBARDO, C. and WAX, T. (2016), Design Sprint, O'Reilly Media BROWN, T. (2009), Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Harper Collins Publishers

BYTTEBIER, I., VULLING, R., Creativity in Business: The Basic Guide for Generating and Selecting Ideas (2015), BIS Publishers

CUREDALE, R. (2013), Design Thinking Process and Methods Manual, Design Community College Inc

FRASER, H. (2012), Design Works: How to Tackle your Toughest Innovation Challenges through Business Design, University of Toronto Press

KUMAR, V. (2013), 101 Design Methods: A Structured Approach for Driving Innovation in your Organization, John Wiley and Sons

LIEDTKA J., OGILVIE T. and BROZENSKA, R. (2014), The Designing for Growth Field Book: A Step by Step Project Guide, Columbia University Press

MILTON, A. and RODGERS, P. (2013), Research Methods for Product Design, Laurence King The Bootcamp Bootleg, Hasso Plattner Institute of Design, Stanford (www.dschool.stanford.edu) WULFEN van, G. (2013), The Innovation Expedition: A Visual Toolkit to Start Innovation, BIS Publishers

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|  | Ecole Supérieure de Commerce  **Fundamentals of Entrepreneurship and Commercialization** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 6.0 | **US**  **Credit s** | 3.00 |

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| **Module Description** | One of the most exciting and satisfying activities in business is to start a new venture. The essence of entrepreneurial behaviour is identifying innovative ideas, transforming them into business opportunities, and putting them into practice no matter whether you are working inside an existing company or starting a totally new business. During the past 20 years numerous factors have coalesced, which have propelled the subject of entrepreneurship and technology commercialization into the forefront of industry, government, society, and academia. These entrepreneurial firms exploit breakthrough advancements in science and engineering to develop better products and services, which are often a source of competitive advantage.  This course is designed for students interested in entrepreneurship with an emphasis on technology commercialization. Students will be exposed to the following topics:   * Introduction to entrepreneurship * Entrepreneurs: Who are they? What make someone an entrepreneur? * Business opportunities: Where to find them? How to evaluate them? * Resource acquisition: Human, Finance, and Supporting parties * Entrepreneurial growth |

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| **Module Learning Outcomes** | Upon successful completion of this course, students will understand:   * the definition and nature of entrepreneurship * the contexts where entrepreneurs are born * identification and evaluation of business ideas * the entrepreneurial skill set for planning, launching, and managing an entrepreneurial venture |

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| **Teaching Method** | A combination of:   * lecture * story telling * case |

**Evaluation**

* Continuous Assessment : 100 %

2 parts:

* 60% final exam
* 40% in-class activity

**Textbook Bibliography**

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|  | Ecole Supérieure de Commerce  **Garage** | **Syllabus** |

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| **Program/ Intake** | Ecole Supérieure de Commerce | **Academic Year** | 2016-2017 |
| **Module Supervisor** | Roulet-Dubonnet Clément | **Department** | MTS |

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 6.0 | **US**  **Credit s** | 3.00 |

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| **Module Description** | This course is designed for students that will be involved in a creative, entrepreneurial or “intrapreneurial” (corporate) venture, and are interested in understanding how they can draw from their own creative skills. It is also appropriate for students who may someday work within an innovative company.  Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by managers and organizations to create and operate innovations. |

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| **Module Learning Outcomes** | The course is conceived around three main learning pillars::  -Empathy: for understanding thecompany strategy, the challenges facing the company technology used and its boundaries, the value of the product, customer's problems.  -Creativity: for leaveraging personal thinking preferences, everyday creativity, creative thinking techniques, idea selection approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies. The course uses fun and hands-on activities to stimulate innovation.  -User driven Business and Value creation: provide students a better understanding of how companies create value. What kind of value should companies aim for? Why? How can companies capture value through business models? How can companies sustain value by executing strategies, creating incentives and interacting into an ecosystems?  Developed skills and knowledge :  Upon completion of the course, the participants should be prepared to generate creative and actionable new concepts and features by using relevant methodologies and mindset.  This module is organised through consulting/customer relationnship: students will work for a real company, meet a real customer with real deliverables. The company or the project is different every year. |

**Teaching Method**

Cours : le travail d'un consultant – MVS – Communiquer à un jury Etude de cas : le cas Strateo

Coaching (trois séances) par équipe tout au long de la mission

**Evaluation**

* Continuous Assessment : 100 %

Real customer needs great work : grading :

Personal investment in the course Quality and originality of the project

Quality of deliverables (report and presentations)

**Textbook Bibliography**

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|  | Ecole Supérieure de Commerce  **Internationalizing the SME / International Strategy** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 81.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 6.0 | **US**  **Credit s** | 3.00 |

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| **Module Description** | This course is concerned with internationalization of small and medium-sized enterprises (SMEs). It involves understanding globalization and its impact on the firm; the selection of specific strategies for foreign market entry, while retaining the strongest aspects of the firm’s business model; the development of organizational competencies in ways that leverage advantage through a commitment to worldwide customers; selective partnership and alliances; creative use of sourcing and supply chains; and the restructuring of an organizational culture by way of responsive structures, processes. In summary, this course is about how to design and implement a successful global strategy for SMEs. |

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| **Module Learning Outcomes** | Students should be able to appreciate the differences between global strategies of large multinationals and SMEs and use a set of criteria to evaluate under which conditions which global strategy will help enhance a firm’s long-term profitability and value. They are expected to present the major theories for explaining SME internationalization and have a clear understanding of how to measure and interpret the effects of economic, financial, political, and social factors on international management decisions.  Student should be able to examine the major barriers and problems that impinge upon SME internationalization. Students should be able to apply and integrate various concepts and analytical methods to real-life management situations and navigate through the often contradictory and ambiguous mass of information about how international competition takes place.  Students should develop critical and integrative thinking abilities and problem-solving and decision-making skills. He/she is expected to be able to persuasively communicate his/her analytical conclusions, both verbally and in writing. Furthermore, students should develop Teamwork skills and a global and ethical perspective in international management. |

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| **Teaching Method** | I intend to illustrate with theoretical articles and detailed case studies that the internationalization of the firm is a sequential decision-making process operating at the country, industry, corporate, business, and subsidiary levels of analysis. |

**Evaluation**

* Continuous Assessment : 100 %

**Textbook**

Bartlett, C., & Ghoshal, S. 2002. Managing Across Borders: The Transnational Solution. Second Edition, Cambridge MA: Harvard Business School Press.

Collis, D. (2014). International strategy: Context, concepts and implications. John Wiley & Sons.

Ghemawat, P. 2007. Redefining Global Strategy. Cambridge, MA: Harvard Business School Press.

Hisrich, R. 2013. International Entrepreneurship. Starting, Developing, and Managing a

Global Venture. Second Edition. London: SAGE Publications.

**Bibliography**

Selected academic articles

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|  | Ecole Supérieure de Commerce  **Legal aspects of New Technologies Management** | **Syllabus** |

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

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| **Contact Hours** | 27.0  hours | **Total Study Hours** | 27.0 hours | **Coefficient** | 1.0 | **ECTS**  **Credits** | 6.0 | **US**  **Credit s** | 3.00 |

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| **Module Description** | This course aims at presenting the essentials of intellectual property (IP) and new technologies laws in a global context.  The following topics will be presented, illustrated, discussed and/or applied to practical cases:   * Intellectual property and its role in innovation management, both as a way to protect and to extract value out of innovation/technology. * Trade secrets and competition laws * Protection of privacy and personal data * Right to the protection of one’s image * Right to be forgotten * Open data * Regulatory framework for electronic communications * Electronic commerce * Online gambling * Biotechnology and life science legal matters * Genetically Modified Organisms (GMOs) * Nanotechnology regulation * Drone regulations * Sharing economy * Energy law * Virtual currencies * Automated vehicles   The time devoted to some of these topics may vary depending on the professional objectives and career interests of the participants. Also, the geographical focus (EU, USA, China, India etc.) will vary depending on the origin of the students in the cohort. |

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| **Module Learning Outcomes** | The specific objectives for participants in this module are:   * to acquire minimal understanding of innovation protection & value extraction through intellectual property rights; * to develop business strategy skills by realizing that there is a market for ideas as well as a product market; * to raise awareness of societal implications of technology in multiple domains (e.g., electronic communications, electronic commerce, biotech, nanotech, fintech, insurtech etc.); * to see how different legal systems (incl. EU, US, China, India etc.) deal with such societal implications; * to learn how to integrate the most important legal aspects when building a commercial strategy. |

**Teaching Method**

This module uses a variety of methods to ensure effective learning in a practical context:

lectures, group interaction, videos, case studies and homework assignments.

**Evaluation**

* Continuous Assessment : 100 %

Continuous assessment: 100%

**Textbook**

Postings in Moodle

**Bibliography**

Postings in Moodle

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