


Course catalogue for Incoming Student				
Semaine	Bachelor 3 (Full seminar)	ECTS	MBA PGE full seminar	ECTS
38	Welcome Week	2		
39	Brand and Innovation	2		
40	Contract Law	2		
41	Production Management	2		
42	Management Accounting	2	Supply Chain Management	3
43	Business Strategy	2	Corporate Social responsibility	3
44		2	Corporate Finance	3
45	International Market Intelligence	2		
46	Project Management	2	Geopolitics and international relation	3
47	International negotiation	2		
48	Human Resource Management	2		
49	International finance	2		
50	Business Intelligence	2	Intercultural Management	3
51	International Marketing and communication	2		

Additional Courses 3h out of 6 weeks	
Courses	ECTS
The Bigger Picture	2
FLE	2
Strategy and organisation of an international Event	2

 mandatory courses

## SYLLABUS 2019 - 2020 Bachelor

1<sup>st</sup> Year  
  2<sup>nd</sup> Year  
  3<sup>rd</sup> Year

<b>Semester :</b>	1 <sup>st</sup> semester
<b>Language :</b>	English
<b>Module Title</b>	<b>Brand and Innovation</b>
<b>Professor :</b>	Maria-Cristiana MUNTHIU
<b>Professor's e-mail:</b>	cristiana.munthiu@gmail.com
<b>Number of course hours :</b>	<b>18H</b>
<b>Number of ECTS (credits) of the course :</b>	2 ECTS
<b>Prerequisite (s) :</b>	Introduction to marketing, Operational marketing, Strategic marketing, Communication policy, Innovation

### Context/ Summary or module introduction:

This course covers several themes linked to brands and innovation. The importance of understanding brands' components, brand types, as well as all other notions are explained by using facts of each day, as well as case studies.

This course emphasizes evaluation schemes of brand equity and it particularly focuses on strategies of brand innovation.

### Pedagogical objectives (knowledge acquisition):

- Knowledge of all theoretical notions linked to brands and innovation;
- Knowing how to analyze brand equity;
- Understanding the attachment to luxury brands;
- Being sensitive/responsive to brands' innovation and creativity;
- Knowing how to establish and develop brands' innovation strategies.

### Professional objectives (skills' acquisition) set by course session :

SESSION *	THEMES	SKILLS
1	The brand (brand components, types of brands, storytelling, etc.) Brand portfolio and brand extensions	Master of fundamental elements; Knowing how to analyze brands, as well as their components; Identification of brand types; Development of a brand portfolio and of brand extensions.
2	The brand equity	Analysis of brand equity; Master of evaluation schemes of brand equity.
3	Brand and luxury	Analysis of consumers' attachment to luxury brands; Analysis of the added value of a luxury brand.
4	Brand communities	Identification of brand communities; Analysis of luxury brand perception through its online community.
5	Innovation and creativity Brand image Semiotics and brand creation	Master of notions linked to innovation and brand image; Analysis of brand image; Brand innovation; Development of a semiotic approach.
6	Brand innovation strategies: Re-branding, retro branding, co-branding	Master of brand innovation strategies; Creation (proposal) of a new brand; Differentiating brand development compared with product development.

\* Session of 3h

**References :**

- **Reference works :**
- **AAKER D. 2010. Building strong brands, Edition Free Press New York.**
- **KAPFERER JN, 2006. La marque (The brand), Edition Dunod.**
- **KELLER K, 2009. Management stratégique de la marque (Strategic brand management), Pearson Edition.**
- **KOTLER, KELLER, MANCEAU, 2012. Marketing Management, 14eme Edition, Pearson.**
  
- **Internet websites:**
  
- **Videos :**
  
- **Tools (software etc.) :**

**Pedagogical methodology :**

**Please check below the different pedagogical tools you use:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Case study  | <input type="checkbox"/> Group work   |
| <input type="checkbox"/> Field study  | <input type="checkbox"/> Intranet   |
| <input checked="" type="checkbox"/> Using different materials (Ppt, prezi, docs etc.) | <input checked="" type="checkbox"/> Videos  |
| <input checked="" type="checkbox"/> Text/work study                                   | <input type="checkbox"/> Company visit  |
| <input type="checkbox"/> Professional conference                                      | <input checked="" type="checkbox"/> Other (please specify) : Inverse amphitheater (for one session) |

**Skills evaluation :**

**Please check below the different ways of skills evaluation you use during courses:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> File                                      | <input checked="" type="checkbox"/> Case study                         |
| <input checked="" type="checkbox"/> Written knowledge test/control            | <input type="checkbox"/> Individual exercises                          |
| <input checked="" type="checkbox"/> Oral defense                              | <input checked="" type="checkbox"/> Homework                           |
| <input checked="" type="checkbox"/> Student's participation during the course | <input type="checkbox"/> Oral questions at the beginning of the course |
| <input type="checkbox"/> Scenario (role play)                                 | <input type="checkbox"/> Other (please specify) :                      |

*Professor signature:*



*Academic Director  
Signature*

## SYLLABUS 2019 - 2020 Bachelor 3<sup>ème</sup> année

<b>Semestre :</b>	1
<b>Unité d'enseignement (U.E) :</b>	Contract Law
<b>Langue :</b>	English
<b>Responsable du bachelor</b>	Craig MACDONALD
<b>E-Mail du Responsable de programme :</b>	
<b>Enseignant :</b>	
<b>E-Mail de l'enseignant :</b>	
<b>Volume horaire du cours :</b>	<b>18 heures</b>
<b>Nombre d'ECTS du cours :</b>	2
<b>Pré-requis :</b>	This course is aimed at students at Bachelor 3, who already have a good knowledge of the fundamentals of marketing, strategic marketing and business operations as a whole.

### Débouchés métiers du Bachelor :

Private & public organizations <ul style="list-style-type: none"> <li>o Marketing</li> <li>o Sales</li> <li>o Manufacturing</li> <li>o Administration</li> </ul>	
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### Compétences transmises :

Travaux dirigés	Compétences associées aux TD (en termes de savoir-faire et savoir-être)
<b>Group preparation intl contract</b>	Understand contract terms, clauses and goals, ability to draft contract conditions
<b>Group negotiation contract conditions as buyer and seller</b>	Negotiate contract to ensure favorable terms
<b>CAS FSB</b>	

**Transmission des compétences par séance de cours**

SEANCES *	THEMES	COMPETENCES
1	The fundamental rules and policies of contract law ; the three sources of law: common law, legislation, and judicial interpretation of legislation	Understand principles, recognize existing systems
2	Consumer law – definitions, why, Sales contracts, service contracts, payment Credit : consumer credit, real estate loans	Analyze environment, recognize necessity of contract and conditions required, determine terms and clauses applied to each type of contract
3	Overview of international sales contract (dis)harmonization International trade rules & practices	Recognize the different methods used to harmonize the contract process, deficiencies
4	Analysis of the international sales contract	Hands-on drafting of contract
5	Conflict résolution – remedies, courts and arbitration, standardization	Be able to choose between different problem résolution tools
6	Nego games – Negotiating purchasing and sales contracts	Develop teamwork, negotiation skills, problem solving, targeting win-win situation

\* séance de 3h

**Références :**

- **Ouvrage de référence :**  
Ray August, *International Business Law: Text, Cases and Readings*, 4<sup>th</sup> Edition, Pearson Education International, New Jersey, 2004  
Michael Joachim Bonell, *An International Restatement of Contract Law -The UNIDROIT Principles of International Commercial Contracts*, Transnational Publishers, Inc., Ardsley, NY, 3d ed. 2005.  
Joseph F. Morrissey and Jack M. Graves, *International Sales Law and Arbitration: Problems, cases and Commentary*, Kluwer Law International, The Netherlands, 2008
- **Sites internet :**  
Internet Law Library - Business, finance, economic, and consumer protection laws <http://www.lectlaw.com/inll/92.htm>  
BBC Legal glossary <http://www.bbc.co.uk/watchdog/legalglossary/u.shtml>  
Legal Information Institute <http://www.law.cornell.edu/topics/topic2.html#commercial%20transactions>  
Consumer Law Page <http://consumerlawpage.com/resource/geninfo.shtml>  
Legifrance (French, English, Spanish) [http://www.legifrance.gouv.fr/html/codes\\_traduits/liste.htm](http://www.legifrance.gouv.fr/html/codes_traduits/liste.htm)
- **Vidéos :**
- **Outils (logiciels etc.) :**

**Méthodologie pédagogique :**

**Cochez ci-dessous les différents outils pédagogiques utilisés :**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Étude de cas                                    | <input checked="" type="checkbox"/> Travaux de groupe |
| <input type="checkbox"/> Étude terrain  | <input type="checkbox"/> Intranet                     |
| <input checked="" type="checkbox"/> Utilisation de supports (ppt, prezi, docs etc.) | <input checked="" type="checkbox"/> Vidéos            |
| <input checked="" type="checkbox"/> Étude de texte / d'ouvrage                      | <input type="checkbox"/> Visite d'entreprise          |
| <input type="checkbox"/> Conférence professionnelle                                 | <input type="checkbox"/> Autre (préciser) :           |

**Mode d'évaluation des compétences :**

**Cochez ci-dessous les différentes modalités d'évaluation des compétences durant les cours :**

- |   |   |
|---|---|
| <input type="checkbox"/> Dossier                                      | <input type="checkbox"/> Étude de cas                       |
| <input checked="" type="checkbox"/> Test de connaissances à l'écrit   | <input checked="" type="checkbox"/> Exercices individuels   |
| <input checked="" type="checkbox"/> Soutenance orale                  | <input checked="" type="checkbox"/> Devoir à la maison      |
| <input type="checkbox"/> Participation de l'étudiant durant le cours  | <input type="checkbox"/> Questions orales en début de cours |
| <input checked="" type="checkbox"/> Mise en situation (jeux de rôles) | <input type="checkbox"/> Autre (préciser) :                 |

Signature de l'intervenant :

Signature du Directeur

**SYLLABUS 2019 - 2020**  
**Bach3 International Commerce**  
**Production Management**

Semester <sup>1</sup> :	1
Teaching unit (U.E) <sup>1</sup> :	
Language :	English
Director of specialized MBA :	<b>Craig A. MacDonald</b>
E-Mail of program director :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Lecturer :	<b>Craig A. MacDonald / Frederic Debuire</b>
E-Mail of lecturer :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Total classroom hours :	18
ECTS credits :	2
Prerequisite(s) :	Basic marketing

<sup>1</sup> reserved for administration

**Course Description and Overview :**

### **Cesim Business Management Simulation Games Overview**

Cesim SimFirm is a product-based business management simulation that integrates the functional areas of production, marketing, and logistics. It is an entry level online simulation designed to develop understanding on how decisions in different functions of a company attribute to overall success in a competitive, international business environment. It increases the participants awareness of operating a company from a general management perspective.

**PARTICIPANT TASK** The task for the teams is to manage the sales and operations of an international pharmaceutical company. Key success factors include accurate forecasting and planning, analytical approach to decision-making and good teamwork.

**KEY LEARNING AREAS** The simulation integrates a range of concepts from various management related disciplines, including marketing, production, logistics, and financial decision-making. In addition, it links the organization to the wider context of business world and stakeholders.

**KEY SUCCESS FACTORS** Success is measured and compared by both operational and financial key indicators, including market share, net profit, return on capital, return on equity, earnings per share, capacity utilization rate and production scrap rate. The ultimate indicator in the simulation is the return to the shareholders, which consolidates all the key success factors into one measurable criterion that can be used to compare the performance of each team.

**EXPECTED OUTCOME** As a result of playing Cesim SimFirm the participants will improve their understanding of operating a company from a general management perspective and develop market - and value-driven approach to decision-making. They will improve their capability to interpret and forecast market situations and financial results and translate them into goal-oriented decisions.

**Course objectives (knowledge acquisition) :**

Link between strategy and measurement

Selected financial indicators and their behavior during strategy implementation

Big picture How do different parts work to make a whole?

Team-work and coordination between departments in virtual environment

Virtual collaboration, task & time management

Financial reports and their interpretation Income statement, balance sheet, cash-flow statement

**Course objectives (professional skills acquisition) per classroom session :**

### Cesim Business General Management Simulation Games Overview

This Cesim business management simulation game uses an online platform. Students are divided into teams and compete on the international market. The goal is to increase the share value of the company.

Students work in teams independently under the supervision of the faculty members.

**Course materials :**

- Students are provided the license for the software. A personal computer is recommended.

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> X Case study                    | <input checked="" type="checkbox"/> X Group work   |
| <input type="checkbox"/> Field study                                | <input checked="" type="checkbox"/> X Intranet     |
| <input checked="" type="checkbox"/> X Media (ppt, prezi, docs etc.) | <input type="checkbox"/> X Videos                  |
| <input type="checkbox"/> Textbooks, reports & articles              | <input type="checkbox"/> Company visit             |
| <input type="checkbox"/> Conference, guest speakers                 | <input type="checkbox"/> Other ( <i>detail</i> ) : |

**Grading :**

**Check off below the different grading methods used during the course :**

- personal report
- X group report
- X final exam

*Lecturer's signature :*

*Program Director's signature*



## SYLLABUS 2018 - 2019 Bachelor

1<sup>ère</sup> année 
  2<sup>ème</sup> année 
  3<sup>ème</sup> année

Semester <sup>1</sup> :	1
Teaching unit (U.E) <sup>1</sup> :	Management Accounting
Language :	English
Director of specialized BACH3 IA :	<b>Craig A. MacDonald</b>
E-Mail of program director :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Lecturer :	Guillaume Langlois
E-Mail of lecturer :	<a href="mailto:guillaume.langlois@outlook.com">guillaume.langlois@outlook.com</a>
Total classroom hours :	<b>18</b>
ECTS credits :	2
Prerequisite(s) :	

<sup>1</sup> reserved for administration

### Course Description and Overview :

It is a management accounting course introducing all the functions that a management controller could have in a company.

1. Mastering the basics of management accounting and stimulate their critical mind toward any managerial situation
2. Understanding the relevancy of mastering management accounting basics in a company, regardless of their function as a manager in it or in their own.
3. Understanding how the right data should influence positively the major financial & strategic decisions of the firm.
4. Increase the student ability to deal with situations with simple English.

### Course objectives (knowledge acquisition) :

#### Part 1: Management Control

- Fixed and variable costs
- Direct & Indirect costs
- Case study (from my personal professional experience)
- Group work part 1 (common thread)

#### Part 2: Cost Management

- Cost Volume Profit analysis
- ABC (introducing the method, its interest and how it could help structuring their mind) and examples (from my personal professional experience)
- Group work part 2 (common thread)

#### Part 3: The analysis of cost

- Average & Marginal Costs
- Break-even analysis
- Group work part 2' (common thread)

**Course objectives (professional skills acquisition) per classroom session :**

SESSION *	TOPIC(S)	SKILLS
1	Management accounting introduction, Fixed and variable cost notions	Critical mind, costs understanding
2	Direct & indirect costs notions, Case studies, introducing the common thread (group work assessment)	Cost understanding, business planning, team working
3	Group work part 1 presentations (1h assessment for all groups), feedbacks, Cost volume Profit analysis, ABC introduction	Oral presentation skills, real life professional situation, cost management, spoken English
4	Average & Managerial cost, Break-even analysis, case study	Data analysis, decision making
5	Group work part 2 & 2' presentation (1h assessment for all groups), feedbacks & improvements on all previous topics, working on final presentation.	Extensive overview of management accounting, team working, real life professional situation
6	Final presentation assessment & general feedback	Oral presentation skills, real life professional situation

\* 3h class

**Course materials :**

- **Computers**
- **Working on Power Point & Excel**

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |  |   |
|--|---|
| <input type="checkbox"/> Case study                    | <input type="checkbox"/> Group work                 |
| <input type="checkbox"/> Field study                   | <input type="checkbox"/> Intranet                   |
| <input type="checkbox"/> Media (ppt, prezi, docs etc.) | <input checked="" type="checkbox"/> Videos          |
| <input type="checkbox"/> Textbooks, reports & articles | <input checked="" type="checkbox"/> Company visit   |
| <input type="checkbox"/> Conference, guest speakers    | <input checked="" type="checkbox"/> Other (detail): |

**Grading :**

**Check off below the different grading methods used during the course :**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> personal project / report | <input checked="" type="checkbox"/> personal project / oral presentation | <input type="checkbox"/> attendance & participation                    |
| <input type="checkbox"/> group project / report    | <input type="checkbox"/> group project / oral presentation               | <input type="checkbox"/> individual exercises                          |
| <input type="checkbox"/> quiz(zes)                 | <input type="checkbox"/> final exam                                      | <input type="checkbox"/> homework                                      |
| <input type="checkbox"/> role playing              | <input type="checkbox"/> case studies (optional)                         | <input type="checkbox"/> oral questions at the beginning of the lesson |
| <input type="checkbox"/> Other (detail):           |  | (bonus for relevant questions)   |

Lecturer's signature :



Director of specialized BACH3 IA signature

**SYLLABUS 2019 - 2020**  
**MBA 2 International Business Strategy**  
**Supply Chain Management**

<b>Semester<sup>1</sup> :</b>	1
<b>Teaching unit (U.E)<sup>1</sup> :</b>	Supply Chain Management
<b>Language :</b>	English
<b>Director of specialized MBA :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of program director :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Lecturer :</b>	Jean-Christian Vialelles
<b>E-Mail of lecturer :</b>	jcvialelles@gmail.com
<b>Total classroom hours :</b>	<b>18</b>
<b>ECTS credits :</b>	3
<b>Prerequisite(s) :</b>	Sound economic knowledge, understanding of the competitive levers of supply chain, notions of projects and logistics mapping

<sup>1</sup> reserved for administration

**Course Description and Overview**

- Environment of trades exchanges is continuing toward internationalization in the same way than globalization of trade. Logistics complicates and in the same time extend itself geographically
- A time constraint is thus added to the difficulties of reloading, cross-docking, available modes of transport, regulatory and contractual aspects, and customs and administrative, without forgetting the notion of level and cost service
- With the theoretical gains and their practice through various case studies, students are confronted with problematic and imperative's of logistics and transportation in an environment and international targets. A debriefing session after simulation with enhance and reinforce theoretical acquisitions
- You will apply during the case study resolution, the knowledge acquired during the course and your transversal vision of logistics. It will help to build a logistics activity of shipment of goods based on import/export worldwide. You will optimize the multimodal choices based on level service expected and types of goods to move.
- This course will be completed with files from multinational groups (main (giver of orders) and logistics players.

**Course objectives (knowledge acquisition) :**

The student is expected to:

Knowledge and understanding

- To import and export goods over the world
- To choose mode of transport
- To articulate the different modes of transport and connecting them
- To design a complete schema from source to the final delivery point

Cognitive/Intellectual skills (generic)

- The student will have abilities to use easily and fast all parameters to resolve an importation or exportation
- To behave according a team work environment
- To seek and find information needed (rating, transportation options, linkages, providers)
- To elaborate a presentation file to give all information and alternative to realize the whole service required by the customer. To be able to present it to top management and the sales department

Key transferable skills

- To be professional in the approach and to structure it properly
- To be aware and integrate views of other members of team
- To ensure the feasibility of the project, identify and manage risks for the business, goods, logistics players and customers
- To convince the hierarchy

**Course objectives (professional skills acquisition) per classroom session :**

SESSION *	TOPIC(S)	SKILLS
1	Concepts of international economics, geography of global flows, International logistics organization	To identify and evaluate different steps and parameters of an international move
2	Different types of goods in transportation, packaging, handling, customs, insurance freight	To organize and manage information, documentation and goods flows
3	The modes of transport (road, river, rail, sea, air)  Case study : Apprehend a real case, organize and make it operational operational and contracting actors of the international supply chain ;	To make the most efficient choice connected to customers expectations To present the best solution to his hierarchy
4	The incoterms and their mode of transport,	To manage the right risk and cost through the total supply chain
5	Concepts and tools : supply chain, tracing, tracking, exchange, payment Which auxiliary transport to access the market	To define and to locate the checking points (indicators and physical check points)
6	Case study : organize the delivery of goods multi-sourcing (supplier and geographic) to different delivery points. Develop a complete project import/export with the right logistical resources	To manage the full project and use the total course

\* 3h class

**Course materials :**

**Textbooks : 3 volumes LAMY Transport ; Incoterms of the ICC, ; Transports geography ; Glossary of transport and logistics (ED) ; transportation Armand Colin Transport economics in Ellipes ; Transport International de Marchandises de Jean BELOTTI (VUIBERT) ; Logistique et Transport International de Marchandises de Moise D DAILLY chez L'HARMATTAN**

- o Internet : [cnr.fr](http://cnr.fr) ; [iata.org](http://iata.org) ; [predit.fr](http://predit.fr), [transports.equipement.gouv.fr](http://transports.equipement.gouv.fr)
- o Videos :
- o Misc tools (software, listening material, etc.):

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study                    | <input checked="" type="checkbox"/> Group work |
| <input type="checkbox"/> Field study                              | <input type="checkbox"/> Intranet              |
| <input checked="" type="checkbox"/> Media (ppt, prezi, docs etc.) | <input type="checkbox"/> Videos                |
| <input type="checkbox"/> Textbooks, reports & articles            | <input type="checkbox"/> Company visit         |
| <input type="checkbox"/> Conference, guest speakers               | <input type="checkbox"/> Other (detail) :      |

**Grading :**

**Check off below the different grading methods used during the course :**

- personal report
- group report
- final exam

**SYLLABUS 2019 - 2020**  
**Bach3 International Commerce**  
**Business Strategy**

Semester <sup>1</sup> :	1
Teaching unit (U.E) <sup>1</sup> :	
Language :	English
Director of specialized MBA :	<b>Craig A. MacDonald</b>
E-Mail of program director :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Lecturer :	<b>Craig A. MacDonald</b>
E-Mail of lecturer :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Total classroom hours :	18
ECTS credits :	2
Prerequisite(s) :	Basic marketing

<sup>1</sup> reserved for administration

**Course Description and Overview :**

Understand the importance of strategic planning in business

**Course objectives (knowledge acquisition) :**

- Analyze the strategies set in place by the business unit
- Clarify the management process leading to a coherent strategy
- Define a framework for future strategy

**Course objectives (professional skills acquisition) per classroom session :**

SESSION *	TOPIC(S)	SKILLS
1	<p><b>Business Strategy Part I</b></p> <ul style="list-style-type: none"> <li>• Strategic planning process               <ul style="list-style-type: none"> <li>- Internal &amp; external actors and corporate objectives                   <ul style="list-style-type: none"> <li>○ Hierarchical Levels of Strategy</li> <li>○ Mission, Vision, Values</li> </ul> </li> <li>- Competitive advantage</li> <li>- Key Business Drivers, Key Performance Indicators</li> <li>- Market research</li> </ul> </li> </ul>	<p>Organizational analysis</p> <p>Collection and analysis of data</p>

2	<p><b>Business Strategy Part I (cont)</b></p> <ul style="list-style-type: none"> <li>- Resource analysis <ul style="list-style-type: none"> <li>- LCAG</li> <li>- Porter <ul style="list-style-type: none"> <li>o Competitive Analysis</li> <li>o 5 Forces</li> <li>o Generic Competitive Strategies</li> <li>o Primary Value Chain Activities <ul style="list-style-type: none"> <li>▪ Forward, Backward, No integration</li> </ul> </li> <li>o Diamond of National Advantage</li> </ul> </li> <li>- BCG <ul style="list-style-type: none"> <li>o Experience Curve</li> <li>o Growth-Share Matrix</li> </ul> </li> <li>- GE / McKinsey Matrix</li> <li>- SWOT</li> <li>- PEST</li> <li>- Ansoff Matrix</li> </ul> </li> </ul>	
3	<p><b>Development Strategy Part II</b></p> <ul style="list-style-type: none"> <li>o Fundamental Strategies <ul style="list-style-type: none"> <li>▪ Cost structure</li> <li>▪ Specialization / Market Segmentation</li> <li>▪ Differentiation</li> </ul> </li> </ul>	Looking towards the future- Understand costs and pricing, fundamental methods to expand the company's market
4	<p><b>Marketing Strategy Part III</b></p> <ul style="list-style-type: none"> <li>o Objectives</li> <li>o Competitive positioning and growth strategies</li> </ul>	Foster strategies based on analysis
5	<p><b>The Strategic Marketing Plan Part IV</b></p> <ul style="list-style-type: none"> <li>• Pulling it together – addressing the key issues</li> <li>• Establishment of controls <ul style="list-style-type: none"> <li>o SMART marketing objectives</li> <li>o Marketing mix analysis</li> <li>o Marketing activity analysis</li> <li>o Promotional activity analysis</li> </ul> </li> <li>• Re-evaluation</li> </ul>	Create and implement a strategic business plan

\* 3h class

**Course materials :**• **Textbooks :****Internet :**

General Resources – Business Strategy

<http://www.netmba.com/strategy/>

Other Useful Sites – Business Strategy course

<http://www.cba.hawaii.edu/asp/MKT391.htm>

Business plans

<http://www.planware.org><http://businessplans.org>• **Videos :**• **Misc tools (software, listening material, etc.) :****Teaching method(s) :****Check off the different teaching tools used :** Case study Field study X Media (ppt, prezi, docs etc.) Textbooks, reports & articles Conference, guest speakers X Group work Intranet X Videos Company visit Other (*detail*) :**Grading :****Check off below the different grading methods used during the course :** personal report X group report X final exam

**SYLLABUS 2019 - 2020**  
**MBA 2 International Business Strategy**  
**(Corporate Social Responsibility)**

<b>Semester<sup>1</sup> :</b>	1
<b>Teaching unit (U.E)<sup>1</sup> :</b>	Corporate Social Responsibility
<b>Language :</b>	English
<b>Director of specialized MBA :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of program director :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Lecturer :</b>	
<b>E-Mail of lecturer :</b>	
<b>Total classroom hours :</b>	15h
<b>ECTS credits :</b>	3
<b>Prerequisite(s) :</b>	

<sup>1</sup> reserved for administration

**Course Description and Overview :**

The course presents issues related to social responsibility and its implementation. The question that will be addressed are: why should organizations take into account their social and environmental impacts in their strategy? How to implement a CSR strategy? What are the key success factor of such a strategic engagement? What are the challenges related to that issue?

To do so, the course will be organized using different pedagogical tools : theory, short case studies and readings from the harvard business review.

**Course objectives (knowledge acquisition) :**

1. Understand limits of traditional business model and opportunities of new ones
2. Understand issues related to Business ethics and corporate social responsibility
3. Understand the basic features of stakeholder management and CSR implementation
4. Be able to build and use KPI related to CSR

**Course objectives (professional skills acquisition) per classroom session :**

<b>SESSION *</b>	<b>TOPIC(S)</b>	<b>SKILLS</b>
<b>1</b>	Understand limits of traditional business model and opportunities of new ones	Critical analysis skills
<b>2</b>	Understand issues related to Business ethics and corporate social responsibility	Having an ethical behavior
<b>3</b>	Understand the basic features of stakeholder management and CSR implementation	CSR tools
<b>4</b>	Be able to build and use KPI related to CSR	Use GRI and ISO 26000
<b>5</b>	Harvard Business Readings	Read, analyse and present new issues related to CSR

\* 3h class



**Course materials :**

- **Textbooks :**
- **Internet :**
- **Videos :**
- **Misc tools (software, listening material, etc.) : HBR Readings / case study**

**Teaching method(s) :****Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study                    | <input checked="" type="checkbox"/> Group work     |
| <input type="checkbox"/> Field study                              | <input type="checkbox"/> Intranet                  |
| <input type="checkbox"/> Media (ppt, prezi, docs etc.)            | <input checked="" type="checkbox"/> Videos         |
| <input checked="" type="checkbox"/> Textbooks, reports & articles | <input type="checkbox"/> Company visit             |
| <input type="checkbox"/> Conference, guest speakers               | <input type="checkbox"/> Other ( <i>detail</i> ) : |

**Grading :****Check off below the different grading methods used during the course :**

- personal report
- group report / présentation
- final exam

*Lecturer's signature :*

*Program Director's signature*

## SYLLABUS 2019 - 2020 MBA spécialisé - 3<sup>ème</sup> année

<b>Semestre :</b>	1
<b>Unité d'enseignement (U.E) :</b>	Corporate Finance
<b>Langue :</b>	Anglais
<b>Responsable du MBA Spécialisé :</b>	<b>Mohamed MEHANAOUI</b>
<b>E-Mail du Responsable de programme :</b>	mohamed.mehanaoui@esc-amiens.com
<b>Enseignant :</b>	MEHANAOUI Mohamed
<b>E-Mail de l'enseignant :</b>	mohamed.mehanaoui@esc-amiens.com
<b>Volume horaire du cours :</b>	<b>15 heures</b>
<b>Nombre d'ECTS du cours :</b>	3
<b>Pré-requis :</b>	This module provides an introduction to some key concepts and tools for financial analysis and basic accounting. The aim here is help students to understand the structure and content of the financial reports provided to external stakeholders of an enterprise. Students' skills in the interpretation of these reports are then developed through ratio analysis.

### Débouchés métiers du MBA :

- Analyste Financier
- Analyse risque
- Opérateur de marché

### Compétences transmises :

Travaux dirigés	Compétences associées aux TD (en termes de savoir-faire et savoir-être)
Every session case + questions	How a company's annual report and company's accounts are structured, difference between investment and financing and sources of financing for a firm and for each of them their advantages and disadvantages
	Valuation methods that can be used to value a company
	Financial information to assess a company's health and its strategy in order to select the appropriate ratios to perform a financial analysis
	How to compare investment alternatives

### Transmission des compétences par séance de cours :

SEANCES *	THEMES	COMPETENCES
1	Financial statements	Be able to provide information about the results of operations, financial position, cash flows...
2	Margin analysis	Be able to give an examination of the additional benefits of an activity compared to the additional costs of that activity

3	Working capital	To understand the origin of the business cycle and reduce the cost by well managing the financial resource
4	Cost and structure of the debt	Optimize the financial structure of the company
5	Analysis of return	Mastering business case analysis tools
6	Valuation of equity	Knowledge of equity investment methods

\* séance de 3h

#### Références :

- VERNIMMEN P., *Corporate Finance: Theory and Practice*, John Wiley & Sons Ltd, Dalloz, 2014.
- Also available in French: VERNIMMEN P., *Finance d'entreprise*, édition, 2014 ou 2016.
- Their English website: <http://www.vernimmen.com>
- Their French website: <http://www.vernimmen.net>
- BREALEY R.A., MYERS S.C., *Principles of Corporate Finance*, Mc Graw Hill, Inc, 8th International Edition, 2005.

**Students are strongly urged to read the financial press**

#### Méthodologie pédagogique :

**Cochez ci-dessous les différents outils pédagogiques utilisés :**

\* Étude de cas

- Étude terrain
- Utilisation de supports (ppt, prezi, docs etc.)
- Étude de texte / d'ouvrage
- Conférence professionnelle

\* Travaux de groupe

- Intranet
- Vidéos
- Visite d'entreprise
- Autre (*préciser*) :

#### Mode d'évaluation des compétences :

**Cochez ci-dessous les différentes modalités d'évaluation des compétences durant les cours :**

- Dossier individuel
- \* Dossier collectif
- \* Partiel avec sujet

Signature de l'intervenant :

Signature du responsable de programme :

Signature du Directeur des études :

**SYLLABUS 2019 – 2020**  
**BACH3 Specialization International Affairs**  
**(Course title)**

<b>Semester<sup>1</sup> :</b>	First/Second
<b>Teaching unit (U.E)<sup>1</sup> :</b>	Market intelligence
<b>Language :</b>	English
<b>Director of specialized BACH3 IA :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of program director :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Lecturer :</b>	Armoogum Sawmy
<b>E-Mail of lecturer :</b>	sawmy.armoogum@gmail.com
<b>Total classroom hours :</b>	<b>18</b>
<b>ECTS credits :</b>	2
<b>Prerequisite(s) :</b>	Competitor Intelligence Research & Market Intelligence by Mathew Harrison and Julia Cupman

<sup>1</sup> reserved for administration

**Course Description and Overview :**

The global market is under the spell of political ideology originating from the G7 club.

US is reshuffling its trade treaties with Canada, China, European Union.

Russia is undergoing economic Embargo from European union and G7.

UK is brexiting away from European union.

China is levying heavy taxes on US /EU imported Goods.

European union is bound to cut down trade with Iran.

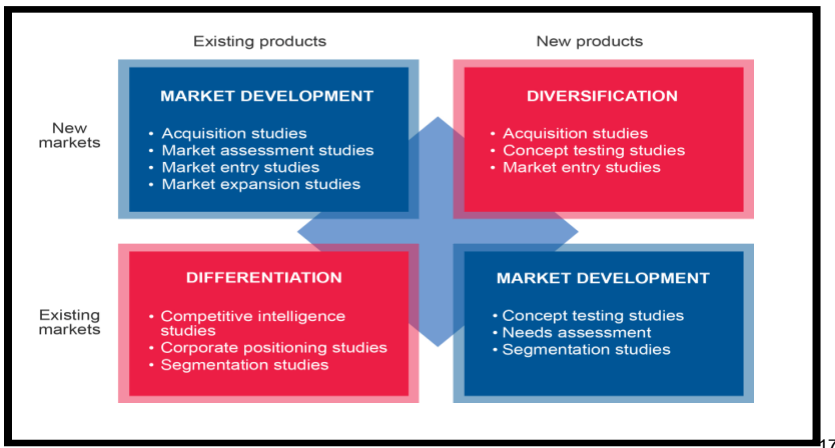
Italy , Austria, Hungary are dissenters of European union.

- Students will highlight the Multinational Corporate needs to expand worldwide at a high rate of technology Innovation in order to open untapped and niche markets .
- Students by focusing on Data mining and Big data will provide better insights into readjusting Companies' trade and customer strategies .
- Students by mastering Tools like Google Consumer Survey will better position the competition for the benefits of their Corporate.
- Students may also approach Business intelligence for the sake of bettering the internal environment.

The course will cover various Intelligence parameters related to Multinational corporate expanding around the world, namely : Central intelligence, Trade intelligence, Economic intelligence, Environmental intelligence, Technology intelligence, Disruptive intelligence, customer intelligence, competitor intelligence, Cross cultural intelligence.

The ANSOFF Grid indicates the market segments which students will need to evaluate to finally face the competitiveness of foreign markets.

# ANSOFF GRID



17

## Course objectives (knowledge acquisition) :

- 1) To Choose a dividend yielding market facing the big reshuffle of merger and acquisition.
- 2) To familiarize with the Stake Matrix and Follow-up Matrix to build up a go, no-go decision.
- 3) To manipulate Michael PORTER Five forces to evaluate rivalry in the industries.



Approach to world intelligence agencies , their Pros and cons and their recommendations.

The core competence of Intelligence service agencies likely set up a better watch of the world market to meet the purpose of business development respecting the code of Ethics .

The data and tools analysis to the Parent company in view of going Further , Faster , Deeper and Cheaper.

## Course objectives (professional skills acquisition) per classroom session :

SEANCES *	THEMES	COMPETENCES Ecole Supérieure de Commerce d'Amiens
1	Service and cosmetic	<b>India</b> <i>Case study: India service and Luxury industries extending over the world, India is an Icone of Beauty.</i>
2	Energy and construction	<b>China</b> <i>Case study: Energy and construction industries providers to cover emerging markets</i>
3	Communication and Car	<b>United States</b> <i>Case study: Smartphone Communication and driverless Car penetrating the rest of the world</i>
4	Pharmaceutical and Health care	<b>South Africa</b> <i>Case study: Expansion of Pharmaceutical and health care to face the dramatic degradation of health system in Africa</i>
5	Sugar/ethanol and textile	<b>Brazil</b> <i>Case study: The rise of the Organic industry in Brazil to provide clean energy conformed to COP21 recommendations .</i>
6	Retail and car	<b>France</b> <i>Case study: French Retail and car industries are conquering the world despite fierce competition from low cost industries.</i>


\* 3h class

**Course materials :**

- Les textes : 1) Get consumer insights with google surveys
- 2) Harrison and Julia Cupman books on :  
Market Research in Practice,  
Competitor Intelligence Research and market intelligence
- 3) Henry Kissinger 's book World order
- Internet Sites: Ansoff grid  
Michael Porter Five forces Model  
Google Customer Survey
- Les vidéos: How to use Google surveys to get consumer Insights  
Michael Porter five forces explained  
Ansoff Grid Matrix  
Clayton Christensen Model
- o **Misc tools (software, listening material, etc.) :**

**Teaching method(s) :****Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study                    | <input checked="" type="checkbox"/> Group work     |
| <input type="checkbox"/> Field study                              | <input checked="" type="checkbox"/> Intranet       |
| <input checked="" type="checkbox"/> Media (ppt, prezi, docs etc.) | <input checked="" type="checkbox"/> Videos         |
| <input checked="" type="checkbox"/> Textbooks, reports & articles | <input type="checkbox"/> Company visit             |
| <input checked="" type="checkbox"/> Conference, guest speakers    | <input type="checkbox"/> Other ( <i>detail</i> ) : |

**Grading :****Check off below the different grading methods used during the course :**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> personal project / report               | <input type="checkbox"/> personal project / oral presentation         | <input checked="" type="checkbox"/> attendance & participation |
| <input type="checkbox"/> group project / report                  | <input checked="" type="checkbox"/> group project / oral presentation | <input type="checkbox"/> individual exercises                  |
| <input type="checkbox"/> quiz(zes)                               | <input type="checkbox"/> final exam                                   | <input type="checkbox"/> homework                              |
| <input type="checkbox"/> role playing<br>beginning of the lesson | <input checked="" type="checkbox"/> case studies                      | <input checked="" type="checkbox"/> oral questions at the      |
| <input type="checkbox"/> Other ( <i>detail</i> ) :               |   |  |

Lecturer's signature : *asawmy*

Academic Director's signature

**SYLLABUS 2018 - 2019**  
**MBA 1 – PGE 2**

Semestre :	
Unité d'enseignement (U.E) :	
Intitulé du module	Geopolitics and International Relations
Langue :	English
Responsable du MBA Spécialisé :	
E-Mail du Responsable de programme :	
Enseignant :	NARCY Jean-Paul
E-Mail de l'enseignant :	<a href="mailto:Jeanpaul.narcy@sfr.fr">Jeanpaul.narcy@sfr.fr</a>
Volume horaire du cours :	<b>18 hours</b>
Nombre d'ECTS du cours :	3
Pré-requis :	

**Contexte / Résumé ou introduction du module :**

Each week brings its lot of new geopolitical issues and novel diplomacy situations. To face this proliferation, "Geopolitics and International Relations" demonstrates that there exist principles and rules which have been in use for a long time, even though *geopolitics* (coined in 1899) did not exist.

**Objectifs Pédagogiques (acquisitions de connaissances) :**

Because geopolitics involves space (our Planet), geography must be mastered.  
Because geopolitics is politics, it is necessary to be proficient in political science.  
And due to the dominance of the English language, a precise knowledge of geopolitical terms in English is a prerequisite.  
Objectives are these:

- To gain command of the state of the art of geopolitics;
- To better decode actual international relations and diplomacy.

Learning method:

- To explain concepts through a lineage of geopolitical scientists, going back to times when the word geopolitics had not been coined and advancing through the 2000s;
- Traveling between history, recent events (1989-2017), and breaking news to develop a prospective capability;
- Quizzes;
- Teamwork.

**Objectifs professionnels (acquisitions de compétences) par séances de cours :**

SESSION *	TOPICS	SKILLS
1	Upgrading: Quizzes on recent issues (1989-2017) and glossary.	<b>Geopolitical Basics.</b>
2	Some patterns for a geopolitical description of the world (from Mackinder to Lacoste).	<b>The actual contribution of great scientists to International relations.</b>
3	Two cases :Middle-East, from year 1990 (August 2) to Present day; then Ukraine, from year 1990 (July 16) to Present day.	<b>To delve into actual situations beyond politicians' politics.</b>
4	Two more cases: African Unity (from the OAU in 1963 to the AU – 2002/2017); then BRICS (from 2009 in Russia to 2017 in China).	<b>To delve into actual situations, continued.</b>
5	Teamwork on issues selected by students themselves.	<b>Capability to use concepts on practical situations.</b>
6	Oral presentation by subgroups then conclusions.	<b>Group work.</b>

\* Three-hour sessions



**Références :**

- **Works of reference :**
  - La mondialisation de A à Z ; 1 000 articles pour comprendre*, Philippe Lemarchand, Atlante, 2017
  - The European Dream : How Europe's Vision of the Future Is Quietly Eclipsing the American Dream*, Jeremy Rifkin, TarcherPerigee, 2005
  - The Clash of Civilizations and the remaking of World Order*, Samuel P. Huntington, Simon and Schuster, 1996.
- **Websites:** Any site in English related to Samuel Huntington, Jeremy Rifkin, John Mackinder, and Yves Lacoste.

**Méthodologie pédagogique :****Educational Support :**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Case Study   | <input checked="" type="checkbox"/> Teamwork (subgroups) |
| <input type="checkbox"/> Étude terrain   | <input type="checkbox"/> Intranet                        |
| <input checked="" type="checkbox"/> PPT and Word documents plus a number of geographic maps. | <input type="checkbox"/> Vidéos                          |
| <input type="checkbox"/> Étude de texte / d'ouvrage  | <input type="checkbox"/> Visite d'entreprise             |
| <input type="checkbox"/> Conférence professionnelle  | <input type="checkbox"/> Autre ( <i>préciser</i> ) :     |

**Mode d'évaluation des compétences :****Student Assessment:**

- Dossier individuel
- Collective assessment (subgroups)
- Partial examination

*Signature de  
l'intervenant :*  
Jean-Paul Narcy

*Signature du  
responsable de  
programme :*

*Signature du  
Directeur des  
études :*

## SYLLABUS 2019 - 2020 Project Management (Course title)

Semester <sup>1</sup> :	First
Teaching unit (U.E) <sup>1</sup> :	
Language :	English
Director of specialized BACH3 IA :	Craig A. MacDonald
E-Mail of program director :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Lecturer :	
E-Mail of lecturer :	
Total classroom hours :	18
ECTS credits :	2
Prerequisite(s) :	

<sup>1</sup> reserved for administration

### Course Description and Overview :

The course gives an overview of modern project management techniques and also insight into the workings of real companies. The student will learn all about project management structures and theories and be able to put them into practice rapidly via exercises in class. We will also look at the human factor of project management.

### Course objectives (knowledge acquisition) :

The objectives are for the student to understand what a project is and know how to structure any projects that he or she works on. The student will also have a basic knowledge of the history of project management, as well as the project management organisations that exist, and some different project management theories. The student will acquire notions of how to pilot a project.

Students will be able to identify and create a mission statement for a company and be able to understand different types of leadership as well as the difference between leadership and management. The different talents of a project manager will be studied.

Students will be able to identify different stakeholders inside and outside of the organisation. Student will understand the importance of mentoring and networking. The student will learn about organisational structure, systems and planning. Students will learn about project handovers and evaluation of projects, and in particular, what makes a successful project.

### Course objectives (professional skills acquisition) per classroom session :

SESSION *	TOPIC(S)	SKILLS
1	Mission statement, vision, culture, leadership.	Defining management vision.
2	Objectives. Project management styles and capabilities.	Analysis of management.
3	Project Management Process and teams.	Choosing the right process.
4	Structure, Stakeholders and Sponsors.	Managing stakeholders.
5	Handover, Quality and Planning	Understanding different stages
6	Presentation about PM in a Company	Presentation skills and analysis

\* 3h class

### Course materials :

- Textbooks : Burke and Barron -Project management. P2M – Guidebook for Project and Programme Management.
- Project management body of knowledge
- Internet :
- Videos :
- Misc tools (software, listening material, etc.) : New York Times International Edition.

**Teaching method(s) :****Check off the different teaching tools used :**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Case study  | <input checked="" type="checkbox"/> Group work  |
| <input type="checkbox"/> Field study  | <input type="checkbox"/> Intranet   |
| <input checked="" type="checkbox"/> Media (ppt, prezi, docs etc.) Documents by K Church | <input type="checkbox"/> Videos   |
| <input checked="" type="checkbox"/> Textbooks, reports & articles                       | <input type="checkbox"/> Company visit  |
| <input type="checkbox"/> Conference, guest speakers                                     | <input checked="" type="checkbox"/> Other ( <i>detail</i> ) : Company experience from K Church. |

**Grading :****Check off below the different grading methods used during the course :**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> personal project / report  | <input type="checkbox"/> personal project / oral presentation             | <input type="checkbox"/> attendance & participation      |
| <input type="checkbox"/> group project / report     | <input checked="" type="checkbox"/> group project / oral presentation yes | <input type="checkbox"/> individual exercises            |
| <input type="checkbox"/> quiz(zes)                  | <input checked="" type="checkbox"/> final exam                            | <input checked="" type="checkbox"/> homework yes         |
| <input type="checkbox"/> role playing of the lesson | <input checked="" type="checkbox"/> case studies                          | <input type="checkbox"/> oral questions at the beginning |
| <input type="checkbox"/> Other ( <i>detail</i> ) :  |   |  |

Lecturer's signature :

Academic Director's signature

**SYLLABUS 2019- 2020**  
**BACH3 Specialization International Affairs**  
**(International Negotiation)**

Semester <sup>1</sup> :	1
Teaching unit (U.E) <sup>1</sup> :	
Language :	English
Director of specialized BACH3 IA :	
E-Mail of program director :	
Lecturer :	
E-Mail of lecturer :	
Total classroom hours :	18
ECTS credits :	2
Prerequisite(s) :	Legal business general background International logistics Company finance & cash management

<sup>1</sup> reserved for administration

**Course Description and Overview :**

Provide to decision makers & managers the international contractual tools in order to undertake a negotiation within the best atmosphere

How to draft a contract?

- ✓ The result of negotiation
- ✓ To be interpreted during execution

**Course objectives (knowledge acquisition) :**

Provide to non specialists & decision makers the know how in order to control international negotiation & contracts matters

- Who are the parties?
- What is the purpose?
- For which supply?
- For which counterpart?
- From which date, for how long & within which time frame?
- How & under which conditions?
- What happens in case of dispute?

**Course objectives (professional skills acquisition) per classroom session :**

SESSION *	TOPIC(S)	SKILLS
1	Parties Relationship	Project execution
2	Supplies in a contract	Breakdown of the contract purpose & associated conditions
3	Responsibilities & warranties	Commitments fulfillment
4	Remuneration	Project payment & cash flow
5	Negotiation approach	Anticipation & preparation
6	Practical techniques & tactics	How to close a deal ?

\* 3h class

**Course materials :**

○ **Textbooks :**

Textbook on International Law, Seventh Edition.

Martin Dixon

Oxford University Press

-----  
International Logistics: The Management of International Trade Operations, Fifth Edition  
Pierre David  
International Edition

○ **Internet :**

○ **Videos :**

○ **Misc tools (software, listening material, etc.) :**

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study                    | <input checked="" type="checkbox"/> Group work     |
| <input type="checkbox"/> Field study                              | <input type="checkbox"/> Intranet                  |
| <input checked="" type="checkbox"/> Media (ppt, prezi, docs etc.) | <input type="checkbox"/> Videos                    |
| <input type="checkbox"/> Textbooks, reports & articles            | <input type="checkbox"/> Company visit             |
| <input type="checkbox"/> Conference, guest speakers               | <input type="checkbox"/> Other ( <i>detail</i> ) : |

**Grading :**

**Check off below the different grading methods used during the course :**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> personal project / report         | <input type="checkbox"/> personal project / oral presentation | <input type="checkbox"/> attendance & participation                               |
| <input checked="" type="checkbox"/> group project / report | <input type="checkbox"/> group project / oral presentation    | <input type="checkbox"/> individual exercices                                     |
| <input type="checkbox"/> quiz(zes)                         | <input checked="" type="checkbox"/> final exam                | <input type="checkbox"/> homework   |
| <input type="checkbox"/> role playing                      | <input checked="" type="checkbox"/> case studies              | <input checked="" type="checkbox"/> oral questions at the beginning of the lesson |
| <input type="checkbox"/> Other ( <i>detail</i> ) :         |   |   |

*Lecturer's signature :*

*Academic Director's signature*

## SYLLABUS 2019 - 2020 Bachelor

☐ 1<sup>ère</sup> année ☐ 2<sup>ème</sup> année x 3<sup>ème</sup> année

<b>Semestre :</b>	First semester
<b>Langue :</b>	Anglais
<b>Intitulé du module</b>	Human Ressource Management
<b>Enseignant :</b>	Soukeyna FAYE
<b>E-Mail de l'enseignant :</b>	soufaye@gmail.com
<b>Volume horaire du cours :</b>	18heures
<b>Nombre d'ECTS du cours :</b>	2
<b>Pré-requis :</b>	Other Business Courses must be taken before this class! Students are expected to participate in class discussions on HRM topics, to come to class with questions and comments on assigned readings.

### Contexte / Résumé ou introduction du module :

The management of complex organizations requires an understanding of the nature of human behavior and effectiveness in corporate and other organizations; staffing, performance evaluation, styles of motivations, company leadership, power and authority, strategies of organizational design and change, teamwork, collaboration and Human resource Management.

### Objectifs Pédagogiques (acquisitions de connaissances) :

After completing this course, students will be able to:

- Analyze and Apply different concepts related to Human and Management perception
- Define the purpose and nature of International Human Resource Management Strategy
- Identify specific steps managers can take to plan, recruit, train motivate and manage employees performance and career changes while responding to organization's changes and effectiveness.

### Objectifs professionnels (acquisitions de compétences) par séances de cours :

SEANCES *	THEMES	COMPETENCES
1	Course preparation individually and groups	Groups will be assigned during first class by the professor. Participation of each team member is expected for better course understanding!
2	Lecture : Human Resource Management Practices	Students will work in groups on HRM cases
3	HR Reading analysis in Groups (HR Planning, Recruitment, Staffing & Training)	Group Readings assignments in class to cover all course material.
4	Organizational demands and Environmental influences	Students research articles Multiple choices Exercises
5	Performance, Compensation, & Employee Relations HR	Exercises
6	Motivating and leading employees	Practical cases Wrap-up

\* séance de 3h

**Références :**

- **Ouvrages de référence :**
  - Strategic International Human Resource Management (Choices and consequences in Multinational People Management) ; Stephen JPerkins& Susan M Shortland
  - EPSY (2008), « La gestion des salariés en mal de performance (l'exemple des seniors) ». Note technique, note sociale n°43
  - JOLIBERT A., BAUMGARTNER G. (1997), Values, Motivation, Personal Goals Revisited, *Psychology and Marketing*, 17, 7, 675-688
  - LAZARUS R.S., FOLKMAN S. (1984), Stress, appraisal and coping, New York: Springer
  - THÉVENET M. (1992), Impliquer les hommes dans les entreprises, Paris : Ed. Liaisons Sociales
- Sites internet : N/A
- Vidéos : N/A
- Outils (logiciels etc.) : N/A

**Méthodologie pédagogique :****Les différents outils pédagogiques ci-dessous sont utilisés :**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Étude de cas                                    | <input checked="" type="checkbox"/> Travaux de groupe |
| <input checked="" type="checkbox"/> Utilisation de supports (ppt, prezi, docs etc.) |   |
| <input checked="" type="checkbox"/> Étude de texte / d'ouvrage                      |   |

**Mode d'évaluation des compétences :****Les différentes modalités d'évaluation des compétences durant les cours sont ci-dessous :**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Test de connaissances à l'écrit (Examen Institutionnel) | <input checked="" type="checkbox"/> Étude de cas  |
| <input checked="" type="checkbox"/> Soutenance orale (Travaux de groupes)                   | <input checked="" type="checkbox"/> Exercices individuels   |
| <input checked="" type="checkbox"/> Participation de l'étudiant durant le cours             | <input checked="" type="checkbox"/> Devoir à la maison  |
|   | <input checked="" type="checkbox"/> Questions orales en début de cours (Préparation écrit)                |
|   | <input checked="" type="checkbox"/> Autre ( <i>préciser</i> ) : Contrôle continu et Examen Institutionnel |

Signature de l'intervenant :  
Soukeyna FAYE

Signature de la  
directrice académique

**SYLLABUS 2019 - 2020**  
**Bach 3 International Affairs**  
**International Finance**

Semester <sup>1</sup> :	1
Teaching unit (U.E) <sup>1</sup> :	International Finance
Language :	English
Director of specialized MBA :	<b>Craig A. MacDonald</b>
E-Mail of program director :	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
Lecturer :	
E-Mail of lecturer :	
Total classroom hours :	<b>18</b>
ECTS credits :	2
Prerequisite(s) :	Financial Accounting and Corporate Finance

<sup>1</sup> reserved for administration

**Course Description and Overview :**

The course focuses on the challenges faced by the business leaders of tomorrow in multinational business. The MNEs face numerous foreign exchange and political risks, which are actually more volatile, with global capital moving in and out of countries at an ever-increasing rate

**Course objectives (knowledge acquisition) :**

Understanding the different instruments to protect the Multinational company against the different international markets

**Course objectives (professional skills acquisition) per classroom session :**

SESSION *	TOPIC(S)	SKILLS
1	Market Globalization and International Finance	Understanding the international monetary system needs to cover both the fundamental principles of defining a currency with the complexities of macroeconomic policy and digital exchange
2	Exchange Markets	Understanding the foreign exchange theory and markets
3	Foreign Exchange Management	Understanding the foreign exchange rate exposure
4	The different coverages (internal and external) against financial risk	How to manage the transaction, translation and operating exposure
5	Interest Rate Risk Management	Understanding the different ways to finance a global firm



6	Country Risk Analysis	Mastering analysis of international investment decisions
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\* 3h class

**Course materials :**

- **Textbooks :**  
Fundamentals of Multinational Finance, Mofett, StoneHill, Eiteman, Pearson 5 ed,
- **Internet :**
- **Videos :**
- **Misc tools (software, listening material, etc.):** Excel Spreadsheet software

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study<br><input checked="" type="checkbox"/> Field study<br><input checked="" type="checkbox"/> Media (ppt, prezi, docs etc.)<br><input type="checkbox"/> Textbooks, reports & articles<br><input type="checkbox"/> Conference, guest speakers | <input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Intranet<br><input type="checkbox"/> Videos<br><input type="checkbox"/> Company visit<br><input type="checkbox"/> Other ( <i>detail</i> ) : |
|---|--|

**Grading :**

**Check off below the different grading methods used during the course :**

- personal report
- group report
- final exam

*Lecturer's signature :*

*Program Director's signature*

**SYLLABUS 2019 - 2020**  
**Bach3 International Commerce**  
**Business Intelligence**

<b>Semester<sup>1</sup> :</b>	1
<b>Teaching unit (U.E)<sup>1</sup> :</b>	
<b>Language :</b>	English
<b>Director of specialized MBA :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of program director :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Lecturer :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of lecturer :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Total classroom hours :</b>	18
<b>ECTS credits :</b>	2
<b>Prerequisite(s) :</b>	Basic marketing

<sup>1</sup> reserved for administration

**Course Description and Overview :**

Business decision-making using IT tools

**Course objectives (knowledge acquisition) :**

- Understand the notion of Business Intelligence
- Obtain and use tools including Excel + XLStat, SAS Studio
- Analyze a case
- Find a solution to a problem
- Compare tools
- Produce an informative report

Present and synthesize orally

**Course objectives (professional skills acquisition) per classroom session :**

<b>SESSION *</b>	<b>TOPIC(S)</b>	<b>SKILLS</b>
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The Case Study available via ESC Amiens online platform:

CorpS: a subsidiary of the Accor Group (Northern France)

HR Function / Hospitality Sector

Goal :

Analysis of employee characteristics

Award of an individualized annual bonus

Skills involved :

- Ability to use analysis tools (variables, distributions, segmentation, modeling ...)
- Ability to write a global informative report
- Ability to compare tools

**Course materials :**

- **Misc tools (software, listening material, etc.) : online case study and software**

**Teaching method(s) :**

**Check off the different teaching tools used :**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Case study          | <input checked="" type="checkbox"/> X Group work   |
| <input type="checkbox"/> Field study                    | <input type="checkbox"/> Intranet                  |
| <input type="checkbox"/> XMedia (ppt, prezi, docs etc.) | <input type="checkbox"/> Videos                    |
| <input type="checkbox"/> Textbooks, reports & articles  | <input type="checkbox"/> Company visit             |
| <input type="checkbox"/> Conference, guest speakers     | <input type="checkbox"/> Other ( <i>detail</i> ) : |

**Grading :**

**Check off below the different grading methods used during the course :**

- personal report
- X group report
- X final exam

# 50IBS3011

## *Intercultural management*

<u>DEPARTMENT :</u> <b>International Business Strategy</b>		
<u>LEVEL :</u> <b>MBA 2</b>	<u>PERIOD :</u> <b>Annual</b>	<u>CREDITS :</u> <b>3 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> unknown

Teacher :     **LANDRY Lucille**

### **Context / Overview**

This module will allow students to discover cultural diversity through communication styles and cultural differences. The students will be exposed to the basis of communication, culture and intercultural communication in order to increase their cross cultural communication skills and will learn some tools to resolve conflicts across culture. They will also learn about the practice of personal leadership and how this concept can help them develop mindfulness and creativity.

### **Pedagogical Objectives**

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

- Understand the concept of culture and intercultural communication and their barriers
- Use personal leadership and its two principles and six practices
- Work more effectively in a multicultural environment
- Develop empathy and resolve cross cultural conflicts
- Communicate and interact more effectively with people from different cultures

### **Teaching Methods / Learning Experiences**

- Preparation or prerequisite: interest for different cultures and personal development
- In class projects: presentations, group projects, case studies / negotiation activity
- Personal work: readings, research, projects
- Course structure: presentations, group work, case studies, final exam

### **Content**

- Presentation of intercultural communication, the different communication styles and the barriers to communication
- Presentation of culture, culture shock, intercultural awareness, cultural empathy and cultural bridge building
- Presentation of globalization, communication and marketing mistakes, cultural trends and Hofstede's cultural dimensions
- Presentation of conflict resolution across cultures and the different styles of conflict resolution
- Presentation of Personal Leadership, the two principles and the six practices of PL and the utilization and

### **Assessment**

- Attendance and participation (10%)
- Case study / negotiation activity (20%)
- Enneagram activity / presentation (20%)
- Final exam (50%)

### **Bibliography**

Ting-Toomey, Stella, *Communicating Across Cultures*. New York: The Guilford Press, 1999

Hofstede, Geert, and Gert Jan Hofstede, *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2005.

Schaetti, Barbara F., Sheila J. Ramsey, and Gordon C. Watanabe, *Personal Leadership: Making a World of Difference*. Seattle: FlyingKite Publications, 2008.

Riso, Don Richard, and Russ Hudson, *The Wisdom of the Enneagram*. New York: Bantam Books, 1999.

Solomon, Charlene, M., and Micheal S. Schell, *Managing Across Cultures: The Seven Keys to Doing Business with a Global Mindset*. New York: McGraw-Hill, 2009.

Friedman, Thomas, L., *The World is Flat*. Vancouver: Douglas & McIntyre Ltd., 2007.

### **Short Presentation of Teacher**

Lucille Landry

# SYLLABUS 2018 - 2019

## BACH3 Specialization International Affairs International Marketing & Communication

<b>Semester<sup>1</sup> :</b>	
<b>Teaching unit (U.E)<sup>1</sup> :</b>	
<b>Language :</b>	English
<b>Director of specialized BACH3 IA :</b>	<b>Craig A. MacDonald</b>
<b>E-Mail of program director :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Lecturer :</b>	Craig A. MacDonald
<b>E-Mail of lecturer :</b>	<a href="mailto:craig.macdonald@esc-amiens.com">craig.macdonald@esc-amiens.com</a>
<b>Total classroom hours :</b>	<b>18</b>
<b>ECTS credits :</b>	2
<b>Prerequisite(s) :</b>	Principles of marketing, market study techniques

<sup>1</sup> reserved for administration

### Course Description and Overview :

Analysis of opportunities, distinctive characteristics, and emerging trends in foreign markets, including exploration of alternative methods and strategies for entering foreign markets; organizational planning and control; impact of social, cultural, economic, and political differences; and problems of adapting marketing concepts and methods.

Emphasis on promotional and branding aspects of international expansion.

### Course objectives (knowledge acquisition) :

Analyze, evaluate, recreate the brand communication strategy for a company on the international market

This is accomplished through real life planning and implementation of an international marketing plan designed to market a product or service in a foreign country or countries.

### Course objectives (professional skills acquisition) per classroom session :

SESSION *	TOPIC(S)	SKILLS
1	1. Choosing an international business structure & competitive strategy a) Strategy & competitive advantage - why go abroad? b) Market entry strategies - how do you go abroad?	<ul style="list-style-type: none"> <li>understand the major drivers of internationalization for business and marketing management orientations</li> <li>distinguish and evaluate different entry modes in different situations</li> </ul>
2	1. Choosing an international business structure & competitive strategy (cont) c) Cooperative strategies	<ul style="list-style-type: none"> <li>Recognize and utilize partnerships and growth methods</li> </ul>
3	2. Choosing where to operate a) Where should you invest? b) Where do you get the info? c) Current global situation - opportunity or threat? d) Opportunities and challenges in emerging markets	<ul style="list-style-type: none"> <li>recognize different market research methodologies and tools</li> </ul>
4	3. Tools of the trade a) Prepare for battle: PESTLES & SWOTS b) How are the "P's" adapted?	<ul style="list-style-type: none"> <li>appreciate cultural significance on developing marketing strategy</li> </ul>
5	4. The particularities of international brand marketing	<ul style="list-style-type: none"> <li>realize the complexity of international marketing environment when doing business abroad</li> </ul>
6	5. Prepare, implement and evaluate your marketing plan	<ul style="list-style-type: none"> <li>develop and present marketing plans in an international context. Develop teamwork, communication skills, problem solving</li> </ul>

\* 3h class

### Course materials :

○ **Textbooks :**

Global Marketing, Third Edition, Warren J. Keegan and Mark C. Green, Prentice Hall, N.J. 2003. (ISBN 0-13-066998-9)

The Lexus and the Olive Tree: Understanding Globalization , Thomas L. Friedman, Anchor Books, May 2000. ISBN: 0-385-40034.

International Marketing, Philip R. Cateora, John L. Graham, Irwin McGraw-Hill

Global Marketing Management: A European Perspective, Warren J. Keegan, Bodo B. Schlegelmilch, Prentice Hall

○ **Internet :**

○ **Videos : Advertising material**

○ **Misc tools (software, listening material, etc.) : PowerPoint**

### Teaching method(s) :

**Check off the different teaching tools used :**

- Case study
- Field study
- Media (ppt, prezi, docs etc.)
- Textbooks, reports & articles
- Conference, guest speakers

- Group work
- Intranet
- Videos
- Company visit
- Other (*detail*) :

### Grading :

**Check off below the different grading methods used during the course :**

- personal project / report
- group project / report
- quiz(zes)

- personal project / oral presentation
- group project / oral presentation
- final exam

- attendance & participation
- Other (*detail*) :

<u>DEPARTMENT:</u> Professional Behaviour		
<u>LEVEL:</u> BACHELOR 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French English	<u>Nb of hours:</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h	<u>Personal work:</u> 15 hours mini

Teacher: BAUMGARTEN Brigitte

### Context / Overview

In context of globalization, it is important to have knowledge of general culture, to be able to analyse the past, to understand the present, to get a vision for the future world.

The content of the English teaching course is open and adapted to International Exchange and Chinese Students, to give and deepen their general knowledge of specific aspects of French Civilization and Culture.

### Pedagogical Objectives

- To widen students' horizons in French general culture
- To communicate (oral and written) about aspects of French general culture
- To build a personal opinion about some typical aspects of French civilisation and culture in comparison with their own culture

### Teaching Methods / Learning Experiences

- Lectures, research work, presentations
- Film documentary
- Debates and discussions
- Visits of places and muséums co-organized with Clubs and Societies of ESC Amiens (voluntary and at expense of the student)

### Content

Will be treated in class:

- Historical aspects
- Artistic aspects



- Political and geopolitical aspects
- Current Affairs
- etc.

### ***Assessment***

- Attendance and participation
- Group présentations
- Articles and essay writing

### ***Bibliography***

- Geneviève Brame. **Living & Working in France**: Chez Vous en France
- David Hampshire. **Living and Working in France**. A survival Handbook. 1999.
- David Hampshire. **Living and Working in Fance**. 2017

Press articles and film material.

### ***Short Presentation of Teacher***

Brigitte Baumgarten

<u>DEPARTMENT :</u> Foreign languages and cultures		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> Annual	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours lecture : 15h tutorial : 0h practical work : 0h	<u>Personal work :</u> 12 hours mini

Teacher : BAUMGARTEN Brigitte

### Context / Overview

The basic knowledge of the French civilization and culture is essential to integrate in a campus of higher education in France. A basic knowledge of french business language is usefull for communication with french speaking partners.

Elementary level: A1-A2

The organisation of activities and excursions in the city and the region will allow students to understand cultural and economic environment of the region.

### Pedagogical Objectives

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

- present some aspects of French civilization, of Amiens and the region Hauts-de-France
- introduce themselves (orally and in writing)
- request information
- talk about their habits, interests
- request and provide information relative to localization, directions, accommodation
- talk in present tense, past tense and future tense

### Teaching Methods / Learning Experiences

- Presentations, outings, sightseeing
- Interactive and communicative approach with various linguistic activities: vocabulary, grammar, QCM, basic written and oral comprehension, songs, basic oral and written expression,
- TFI - DELF exercises
- Roleplays, discussions, research work

**French Movies**, with English subtitles

## ***Content***

Some cultural aspects  
Features of the Picardy region (geography, history) and Amiens

Contacts in every day life  
Restaurant , Travelling , Health, Body Parts, etc.  
Grammar and vocabulary

Pronunciation exercises

## ***Assessment***

- Attendance, participation
- Homework, roleplays
- Final written test and oral presentation

## ***Bibliography***

- Anne-Lyse Dubois, BéatriceTauzin. Objectif Exress1. Le monde professionnel en français. A1/A2. Hachette 2013.
- Pentfornis, J-L. 2007. Français.com Débutant. Paris : CLE International.
- Articles from the press, the Internet

## ***Short Presentation of Teacher***

Brigitte BAUMGARTEN

<u>DEPARTMENT :</u> Foreign languages and cultures		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> Annual	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours lecture : 15h tutorial : 0h practical work : 0h	<u>Personal work :</u> 12 hours mini

Teacher : BAUMGARTEN Brigitte

### Context / Overview

The knowledge of the French language and culture is essential for foreign students who want to integrate in a campus of higher education in France. The knowledge of french business language is usefull for communication with french speaking partners.

Intermediate and advanced level: B1 - C1

The organisation of activities and excursions in the city and the region will allow students to understand cultural and economic environment of the region.

### Pedagogical Objectives

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

- introduce themselves (orally and in writing, CV)
- request information
- request and provide information relative to localization, directions, accommodation
- use present tense, past tense and future tense
- talk about some aspects of French civilization

### Teaching Methods / Learning Experiences

Interactive and communicative approach

various activities: vocabulary, grammar, QCM, written and oral comprehension, oral and written expression

TFI exercises

Roleplays, discussions, research work , projects

Outings,

Group Work with local ESC students

## ***Content***

Contacts and communication in a business contexte  
Every day situations (Restaurant - Traveling - Shopping)

Grammar and vocabulary

Listening and Reading  
Exercices TFI - DELF Test

French Movies, with or without English subtitles

## ***Assessment***

Attendance, participation  
Homework, oral presentation, role plays  
Final written test and oral presentation

## ***Bibliography***

Pentfornis, J-L 2007. Français.com Intermédiaire et Avancés. Paris: CLE  
Documents de presse et Internet

## ***Short Presentation of Teacher***

Brigitte Baumgarten, academic teacher of French language and culture

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 1 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 12 hours lecture : 12h tutorial : 0h practical work : 0h	<u>Personal work:</u> 12 hours mini

Teacher: BAUMGARTEN Brigitte

### Context / Overview

Foreign students studying in France are motivated to learn, improve and deepen their knowledge about French business language and culture.

It is a voluntary course and it is open to students who want during the semester to continue learning about basic French Business Language

### Pedagogical Objectives

Level A2-B1:

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

- communicate in everyday situations and in professional contexts
- understand simple authentic (oral and written) documents
- use a range of vocabulary in everyday situations
- use grammatical structures essential for communication (past tense forms, reflexive verbs, pronouns, prepositions)
- better pronounce words and phrases in French

### Teaching Methods / Learning Experiences

- Interactive and communicative approach according to the level and needs of the students
- Various activities: vocabulary, grammar, QCM, written and oral comprehension, oral and written expression
- TFI - DELF - TCF exercises
- Roleplays, discussions, research work

### Content

Content :

- Units chosen according to the level and students' needs
- Business French
- TFI
- Current events
- French cuisine (outing)

## ***Assessment***

- Attendance, participation
- Homework
- Test

## ***Bibliography***

- Berthet, Annie et al. 2006. Alter Ego. Méthode de français A1. Paris : Hachette FLE..
- Parizet, Marie-Louise et al. 2005. Activités pour le CECR A1. Paris : CLE International.
- Pentfornis, J-L. 2007. Français.com Débutant. Paris : CLE International
- Articles from the Internet

## ***Short Presentation of Teacher***

Brigitte Baumgarten

<u>DEPARTMENT :</u> Foreign languages and cultures		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 12 hours lecture : 12h tutorial : 0h practical work : 0h	<u>Personal work :</u> 12 hours mini

Teacher : BAUMGARTEN Brigitte

### Context / Overview

Foreign students studying in France are motivated to learn, improve and deepen their knowledge about French language et culture.

French language and culture are still important in the world,( history, politics, films, french speaking world).

It is a voluntary course of 12 h and is open to students who want to improve and to practice French Business Language

### Pedagogical Objectives

At the end of the course the students will be able

- to communicate in everyday situations and to use specific business vocabulary
- to read and understand texts, written and oral

### Teaching Methods / Learning Experiences

- Various activities: vocabulary, grammar, written and oral understanding.
- Research, project and teamwork
- Written and oral participation.

### Content

Everyday, professional and business french

### Assessment



- Attendance, participation.
- Homeworks.
- Tests.

### ***Bibliography***

Press releases.

Internet. Television.

Jean-Luc Penfornis. Français.com. Méthode de Français professionnel et des affaires. CLE International.

### ***Short Presentation of Teacher***

Brigitte Baumgarten

<u>DEPARTMENT:</u> <b>Professional Behaviour</b>		
<u>LEVEL:</u> <b>ESC 1</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>2 ECTS</b>
<u>Language:</u> <b>English</b>	<u>Nb of hours:</u> <b>18 hours</b> lecture : <b>12h</b> tutorial : <b>0h</b> practical work : <b>6h</b>	<u>Personal work:</u> unknown

### Teachers

1. **BAUMGARTEN Brigitte**
2. **MACDONALD Craig**

### Context / Overview

Preparing, organizing, implementing and evaluating the event "International Christmas" within ESC Amiens

### Pedagogical Objectives

Do research in order to decline a strategy to set up an event of international character.

### Teaching Methods / Learning Experiences

Through discussion groups and negotiation and interactive work situations (role-playing). Thinking of the event in all its dimensions (human, educational, cultural).

### Content

Strategy: Determine the date, set up a meeting to prepare, organize groups and lead them, assign tasks (planning, budget, deadlines), organise the flux of activity

Comply with the regulations (sanitary regulations, hygiene, recycling, etc. ..)

Advertise the event

Search for partners and sponsors

Implementation and site preparation

Coordination of activities on the day of the event

Entertainment (music, choir)

Organisation of the tidy-up after the event

Evaluation of the success of the event

Communication after the event

<b><i>Assessment</i></b>
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40% individual participation and implication in the project

20% individual written presentation work on strategy implementation, with a self-evaluation and justification on the roles and activities of each person.

40% Group presentation

<b><i>Short Presentation of Teachers</i></b>
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Brigitte Baumgarten

Craig MacDonald