

UNIVERSITE TOULOUSE 1  
INSTITUT D'ADMINISTRATION DES ENTREPRISES

**MASTER MANAGEMENT INTERNATIONAL  
1ÈRE ANNÉE**

**2009-2010**

**RESPONSABLE  
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MAITRE DE CONFERENCES EN SCIENCES DE GESTION

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## Presentation

The Master in International Management (MIM) is a full-time postgraduate programme, entirely taught in English, designed for International and French university graduates. It gives students up-to-date theoretical insights in relation to practical experience in an intellectually stimulating environment. The MIM provides companies with managers ready to deal with cross-cultural management situations and transnational business issues. Classes are small and the work is intense. The programme focuses on working methods such as case studies, team work and readings, to which students are required to participate actively. The MIM is a two year programme (four semesters) and equals 120 credits in the European Credit Transfer System (ECTS).

*Le Master de Gestion mention Management International est une formation enseignée entièrement en anglais, qui prépare les étudiants à l'exercice des fonctions d'encadrement et à la prise de responsabilité en entreprise. Il apporte aux étudiants des compétences managériales et leur permet de s'orienter et de construire progressivement un projet professionnel ou de recherche dans un contexte international.*

*Le Master de gestion est composé de 4 semestres totalisant 120 crédits - ECTS.*

## First year (M1)

This first part of the programme aims at consolidating a strong knowledge in the field of management. Visiting professors from various international partner institutions participate in some of the courses.

## Programme courses M1

### Semestre 1 (30 crédits)

- UE 1 Management information system (5 ects, 21h CM, 21h TD)
- UE 2 Corporate strategy (5 ects, 21h CM, 21h TD)
- UE 3 Quantitative analysis (5 ects, 21h CM, 30hTD)
- UE 4 Finance (5 ects, 30h CM, 21h TD)
- UE 5 Managing innovation (5ects, 42h CM )
- UE 6 Comparative business history (5 ects, 36h CM)

### Semestre 2 (30 crédits)

- UE 7 Marketing (5 ects, 30h CM, 21h TD)
- UE 8 Organisational theory and leader ship (5 ects, 24h CM, 21hTD)
- UE 9 International management and strategy (5 ects, 24hCM, 15hTD)
- UE 10 International law of contracts and corporate law (5 ects, 40h CM)
- UE 11 Internship, dissertation, company project and conferences (10 ects, 70hTD)

A 3 months internship has to be completed along with a report. Students opting for a research career have the possibility to write an academic working paper instead.

## Access to the second year of the programme (M2) is open to

Students holding a French M1 (4-year degree) or a foreign equivalent worth 240 credits (ECTS). Students entering the second year directly also need to assess their ability to follow advanced management courses by taking GMAT or TAGE/MAGE exams Evidence of mastering the English language (TOEFL or TOEIC preferably) is requested. The Admission Committee looks at each application individually and selection is based on exam results, English proficiency and personal experiences (international or professional).

## Endowed chairs

IAE has developed a strong and clear focus on developing partnerships with company sponsored chairs. All these companies benefit from visibility and networking opportunities, while offering IAE the possibility to invite renowned professors from leading academic institutions. These experts teach and deliver valuable and research-based knowledge on international management. The MIM hosts the Pierre Fabre chair in international management.

## Business Partnerships

Since 2002, the following organisations have participated in the curriculum and/or provided traineeships: <http://www.iae-toulouse.fr/>

Accor, Airbus, ATR, Bhutan expeditions, China Assembly Technology Holding, CNRS, Coface, Dell, DHL, Direction des relations économiques extérieures, European Commission, Eurocentro Nafin Mexico, Eurostaf, Hewlett-Packard, Pechiney, Philips Semiconducteurs, Pierre Fabre Dermo-cosmétique, Pierre Fabre Médicament, Rothschild, Saint-Gobain Vetrotex, Siemens, Statoil-Hydro, Suez, Total Norvège, ...

## Academic Partnerships

Visiting Professors from the following Institutions have participated in the programme :

Harvard Business School (USA), HEC Montreal (Canada), Keio University (Japan), London School of Economics (UK), Meiji University (Japan), Norwegian School of Management (Norway), Radboud University Nijmegen (The Netherlands), Oxford University (UK), Stockholm School of Economics (Sweden), University of Canterbury (New Zealand), University of Reading (UK), University Pompeu Fabra (Spain)

MGT11E01	<p style="text-align: center;">Course title</p> <p style="text-align: center;"><b>Management information system</b></p>	<p>ECTS 5</p> <p>H CM 21</p> <p>H TD 21</p>				
<p>Course convenor: <b>Sylvie Doutre</b></p>						
<p><b>Learning objectives</b></p> <p>Upon completion of this course, the students will be able to be interlocutors informed for the design of computerized information systems in their company: they will have an overview of management information systems, and an in deep view of one of their main issues, data management.</p> <p><b>Learning outcomes</b></p> <p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what a management information system is</li> <li>• Design and query a database within the framework of a precise activity</li> <li>• Control the essential functions of a database management system</li> </ul> <p><b>Course description</b></p> <p>This course is an introduction to Management Information Systems (MIS) and to one of their main issue management. The first goal is to present MIS and how they can help businesses accomplish their goal objectives. The second and main goal of this course is to present data management: the essential rules allow design a coherent database within the framework of a precise activity, and the query languages allowing to l from these data. Acquired competences must allow the students to be able to design and exploit a database, the framework of their professional activity, to be interlocutors informed for the design of compu information systems in their company. The concepts seen in this course are implemented through the Da Management System (DBMS) Microsoft Access, which is widespread in the field of micro processing students will thus control the essential functions of any DBMS of the market.</p> <p><b>Course outline</b></p> <p>I. Management Information Systems  Definition, development and use  Business goals and objectives (e.g. problem solving, decision making)</p> <p>II – Data management  Database definition and development process  Database design (entity-relationship model, relational model)  Database query (relational algebra, SQL, QBE)  Implementation through Microsoft Access DBMS</p> <p><b>Contribution of this module to programme</b></p> <p>Whatever function the student gets involved in after graduation, working in an organization inevitably in working with a computerized information system.</p> <p><b>Link with companies</b></p> <p>Company cases will be used to illustrate the concepts covered in this course.</p>						
<p><b>Prerequisites:</b> Computer basics, office tools</p>						
<p><b>Evaluation</b></p> <p>Each student will be evaluated on their individual and group performances in the two following components, with the following weights in the final grade:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Group Project</td> <td style="text-align: right;">40 %</td> </tr> <tr> <td>2. Final exam</td> <td style="text-align: right;">60 %</td> </tr> </table> <p><b>Group Project:</b></p> <p>Small groups (2 or 3 students) will be formed. The project is divided into two parts: Part 1 consists in</p>			1. Group Project	40 %	2. Final exam	60 %
1. Group Project	40 %					
2. Final exam	60 %					

analyzing and modelling data of a company case; Part 2 consists in implementing the data modelled in Part 1 into Microsoft Access, and to query the database created. The Oral Examination consists in presenting the final system obtained.

**Final Examination:**

The written final examination will carry 60% weight in the final grade.

Please note that the mark given will also take into account students' oral and written communication skills.

**Literature:**

Kroenke D. M. (ed.) (2007) *Using MIS*, Pearson Prentice Hall.

Ramakrishnan R. and Gehrke J. (eds.) (2003) *Database Management Systems*, McGraw-Hill Higher Education.

MGT11E02	Course title <b>Corporate Strategy</b>	ECTS 5 H CM 21 H TD 21
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Course convenors: **Audrey ROUZIES**

**Objectives of course :**

At the end of this course you will :

- Control the basic concepts of strategy and be able to mobilize the various disciplines of management (HR, finance, accountancy, marketing, etc) to understand the strategy of a company.
- Understand the bonds between diagnosis, strategic choices and strategic deployment.
- Relate concepts to real organizational situations.

**Structure of the course:**

Introduction

- What is strategy ?
- Understanding the Strategy Development

Part I – The strategic position

- The environment
- Strategic Capability

Part II - Strategic choices

- Business level strategy
- Corporate level strategy

Part III – Strategy into action

- Organising for success : strategy and structure
- Enabling success : strategic development processes

During tutorials, you will work on case studies to illustrate course concepts and develop competitive and business intelligence skills.

**Prerequisite :** none

**Evaluation :** Final exam ( 70%) and project/essay - midterm examination( 30%)

Please note that the mark given will also take into account students' oral and written communication skills.

**References**

Textbooks

Johnson, G., Scholes, H. & Whittington, R. (2008) *Exploring Corporate Strategy*, 8<sup>th</sup> edition, Pearson International Education.

Barney, J. and Hesterly, W. (2008) *Strategic Management and Competitive Advantage*, 2<sup>nd</sup> edition, Pentice Hall.

David, F. (2007) *Strategic Management, Concepts and Cases*, 12<sup>th</sup> edition, Pearson International Education.

Reviews

Harvard Business Review

Expansion Management

MGT11E03	<p style="text-align: center;">Course Title <b>Quantitative data analysis</b></p>	<p>ECTS 5</p> <p>H CM 21 H TD 30</p>
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Course convenor: **Laurent BERTRANDIAS**

### Course outline

This course is designed to assist students in developing a clear understanding of quantitative data analysis and interpretation techniques. The aim of this course is to give a coherent view of quantitative methods that are used in government agencies, large firms and consulting firms. It includes principal component analysis, cluster analysis and multiple regression analysis (cross-section and time series). The statistical techniques presented in the course are the subject of an empirical project that the students should develop by themselves. Analysis demonstration and lab assignments will be done with data sets using SPSS. The course is divided in a lecture format section (21 hours) and tutorial classes in smaller groups (30 hours).

### Intended learning outcomes

After this course, students should be able to:

- Describe and apply statistical procedures used for calculating descriptive and inferential statistics
- Translate quantitative data into graphs, tables, charts, and figures
- Select SPSS procedures appropriate for different types of data and analysis
- Analyse SAS outputs

### Managerial skills outcomes

Once in a firm, graduated students should be able to choose the appropriate statistical technique in order to analyse some quantitative problems. Run the statistical analysis with the SAS software and provide clear recommendations based on the results of the quantitative analysis.

Moreover, they should be able to criticize any quantitative analysis and check the robustness of any empirical project they could be faced with.

### Course structure

#### **Part I : Descriptive statistics and bivariate analysis**

- Chapter 1.1. : Descriptive statistics
- Chapter 1.2. : Tests to verify the existence of a relationship between two variables

#### **Part II : Multivariate Data Analysis**

- Chapter 2.1. : Cluster Analysis
  1. Hierarchical Cluster Analysis thanks to Ward's method
  2. Partitioning the sample: k-means clustering
- Chapter 2.2. : Principal Components Factor Analysis

#### **Part III : Linear Regression**

- Chapter 3.1. : Basic principles of simple and multiple linear regression
- Chapter 3.2. : Analyzing the results
- Chapter 3.3. : Structural Change

### Evaluation

Group project (30%) Final written exam of 2 and half hours (70%)

Please note that the mark given will also take into account students' oral and written communication skills.

**Grading system**

The written exam is composed of output from the SPSS software. The students should answer detailed questions about the interpretation of various parts of the output. They should be able to explain why such procedure has been implemented and how the analysis could be extended.

Lastly, considering the results of the analysis the students should be able to provide clear recommendations on the empirical project under study.

**Prerequisite :** undergraduate statistics course.

**Bibliography**

- Elliott, R. J. (1995), Learning SAS in the Computer Lab, Belmont , Duxbury press.
- Everitt B. S. and G. Dunn (1991), Applied multivariate data analysis, Edward Arnold ed.
- Everitt, B. S. and D. Geof (2002), A Handbook of Statistical Analyses using SAS, Chapman & Hall.
- Levin R. I. and D. S. Rubin (1998), Statistics for Management, Prentice Hall ed.
- Malhotra N. (2004), Marketing Research: An Applied Orientation, Prentice Hall ed.
- Ronald P. Cody, and J. K. Smith (1997), Applied Statistics and the SAS Programming Language, Englewood Cliffs (N.J.), Prentice-Hall.
- SAS Institute (1994), Introduction to Market Research using SAS system, SAS Institute Inc.
- Sharma, S. (1996), Applied multivariate techniques, New York , J. Wiley and sons
- Stevens J. (1996), Applied multivariate statistics for the social sciences, LEA publishers, third edition.
- Wooldridge J. M. (2002), Introductory Econometrics - A Modern Approach, South-Western Educational Publishing, 2d ed.

MGT11E04	<p style="text-align: center;">Course Title <b>Finance</b></p>	<p>ECTS 5</p> <p>H CM 30 H TD 21</p>
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Course convenor: **Alexander GUEMBEL**

### Course outline

This course aims at providing students with an introduction to some fundamental principles of finance, such as the evaluation and pricing of risk, project evaluation and capital structure decisions. The course will develop the principles from a theoretical perspective and then apply them to numerous practical examples and cases.

The course is divided in a lecture format section (30 hours) and classes (21 hours)

### Intended learning outcomes

After this course, students should be able to:

#### Knowledge outcomes

- ✓ Understand the time value of money and its applications in project valuation
- ✓ Understand and apply the concept of diversification so as to be able to optimize portfolio choices
- ✓ Evaluate risk using the Capital Asset Pricing Model
- ✓ Understand choices for the sources of finance of a corporation

#### Managerial skills outcomes

- ✓ Value a cash flow stream and thereby take better investment decisions
- ✓ Assess the risk premium required for specific financial and real investments. This will help explain to shareholders how investment decisions will create value for them
- ✓ Evaluate corporate capital structure choices
- ✓ Analyze the risk exposure due to exchange rate risk; apply risk management tools to hedge exchange rate risk
- ✓ Understand the basic principles and the language of finance so as to be able to communicate with finance specialists within a corporation or bank

### Course structure - Lectures

**I Introduction to Finance:** Why does finance matter? What is the role of finance for a corporation? Outline of basic institutional structures. Introduction to basic financial instruments like debt and equity.

**II Discounting and its applications:** The time value of money. The net present value as an investment criterion. Valuing a bond, and calculating its yield. Valuing a growing perpetuity, valuing annuities. Interpretation of equity as a growing perpetuity. How to interpret a share's price to earnings ratio.

**III Risk:** Who cares (or doesn't) about risk? Defining a measure of risk. Correlation between risky investments and the impact on overall risk exposure. Diversification.

**IV Portfolio Theory:** Beta as a measure of risk contribution. Calculating portfolio risk. Optimal portfolio choice. The Sharpe ratio as a measure of investment performance.

**V The Capital Asset Pricing Model (CAPM):** The objective of a firm. Diversification and firm value. The application of CAPM to firm's investment decisions.

**VI Sources of Finance:** Cost of Capital and the Debt – Equity split. The weighted average cost of capital. Taxation and cost of capital.

**VII Project evaluation:** Cash flow projections. Accounting numbers and cash flows. Calculation of corporate tax. Depreciation and its impact on valuation. Nominal versus real cash flows.

**VIII Ocean Carriers Case Study:** This case study requires students to carry out a valuation of an investment proposal. It allows students to apply much of the material that the lectures to date dealt with. The work is carried out in groups. Students have to prepare a spreadsheet as homework and then develop the valuation on that basis during the class.

**IX International Finance:** Exchange rate risk. Hedging with forwards and futures. Exchange rate parity relationships. International project evaluation.

**Course structure - Classes**

There are 7 sessions and they are based on a homework assignment for each. This takes the form of a problem set that allows students to practice the material from the lecture. Students are encouraged to work in groups and are given grades for their submissions of the homework assignments.

**Prerequisites:** Since this is an introductory course, there are no pre-requisites.

**Evaluation:** Classes (30%) Final written exam of 3 hours (70%)

Please note that the mark given will also take into account students' oral and written communication skills.

**Bibliography**

Brealey, D., S. Myers and F. Allen, 2008, *Corporate Finance*, 9<sup>th</sup> edition, New York: McGraw-Hill.  
Stafford, E., A. Chao and K.S. Luchs, 2001, *Ocean Carriers Case Study*, Boston: Harvard Business Publishing.

MGT11E05	<p style="text-align: center;">Course Title <b>Managing Innovation</b></p>	<p>ECTS 5</p> <p>H CM 42</p> <p>H TD</p>
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Course convenor: **Eric Jolivet**

### **Course outline**

This course provides an introduction to the strategic management of innovation to the students. In addition to a general culture of innovation in firms and innovative companies, the main strategic issue associated with the decision of developing new products, processes and services are exposed. Questions such as why do company invest in innovative projects, and what are main issues they are facing to efficiently do so are reviewed. Lectures include many real case illustrations to invite for interactive learning. Full case studies are also used as an opportunity for home group work, and class group oral presentations.

### **Intended learning outcomes**

After this course, students should be able to:

- Acquire an overall culture of innovation in firms and the world most innovative firms.
- Understand major issues associated with companies implementing innovation processes.
- Understand and discuss the strategic dimension of projects
- Have a better sense of new product development conditions for success
- Get a sense of the importance of thinking dynamically about company strategy
- Link the course to other courses in strategic management

### **Managerial skills outcomes**

- Analytical capacity and ability to link real situations to concepts through case studies
- Ability to discuss, debating issues, make collective decisions, and allocate tasks in a group
- Ability to understand and problematize a case study, organize and collect additional information when useful
- Improved ability to talk to an audience, to deliver a message convincingly in a short time, to handle questions and remarks
- Develop powerpoint presentation

### **Course structure**

#### **Lectures**

#### **I Introduction**

- What is Innovation?
- Review of common definitions, glossary, dimensions

#### **II Industry dynamics, technological change and the strategic management of Innovation**

- Anticipating technological evolution with the S curve
- Understanding industry dynamics (A-U model)

#### **III Innovation as a source of competitive advantage**

- Process innovation based advantage
- Product innovation based advantage
- Value creation and the blue oceans

#### **IV Strategies of innovation**

- Taming Time
- The innovator's dilemma
- Protecting innovation and Capturing value
- The battle for standards

## **Tutorials and case studies presentations**

### Session 1

Introduction to case study analysis

Case: The body shop, Corporate Responsibility driving innovative products

### Session 2

Technological leadership and its advantage

Case: Nokia, successful diversification in an emerging industry

### Session 3

Product competition in an knowledge intensive environment

Case: Formula One

### Session 4

Breakthrough process and product innovation through strategic alliances in R&D

Case: Matra – Renault design the Espace

### Session 5

Confronted to the innovator dilemma

Case: Kodak and the digital revolution

### Session 6

Optimizing the New Product Development Process

Case: Apple ebook

## **Case assignment**

The students will form groups of 4 to 5 taking into account the diversity of the class (nationality, gender, skills).

The students will give a 20 min presentation using Powerpoint slides or its open office equivalent. The objective is to allow other students in the class to explore a management issue and apply knowledge covered during lectures. Discussion with the audience and feedback sessions are organised (20 minutes).

The aim of the tutorial is for students to display their analytical skills and to create classroom discussion. All students in class have to come prepared having read thoroughly the cases of the day. Typical cases are 20 pages long and students have to allow sufficient preparation time between tutorials in order to benefit fully from the class discussion.

**Prerequisites:** Strategic management course

## **Evaluation**

Case study presentation (30%) Final written exam of 3 hours (70%)

### **Case presentation grading system**

Analytical and synthetic skills

Ability to identify major issues in a situation

Ability to link and use of theories and concept

Clarity of the ideas and arguments

Quality of the slides as complements for oral presentation

Robustness of position and ability to demonstrate/discuss it

Group based oral presentation and handling of question

Please note that the mark given will also take into account students' oral and written communication skills.

## **Literature:**

Barney, J. (2006) *Gaining and sustaining competitive advantage*. Pearson Education.

Christensen, C. (1998) *The innovator's dilemma*. Collins Business essentials.

Kim, C, and R. Mauborgne (2005) *Blue ocean strategy*. Harvard Business School Press

Schilling, M. (2009) *The strategic management of technological innovation*. McGrawHill 2d ed.

Shapiro, C, and H. Varian (1998) *Information rules. A strategic guide to the network economy*. Harvard Business School Press

MGT11E06	<p style="text-align: center;">Course Title <b>Comparative Business History</b></p>	<p>ECTS 5</p> <p>H CM 36</p> <p>H TD</p>
<p>Course convenor: <b>Ludovic CAILLUET</b></p>		
<p><b>Course outline</b></p> <p>This course is an introduction to business and management history with a comparative perspective. For the three regions covered (North America, Europe, Asia) the course analyses the general cultural and managerial context of each zone and then explain its influence on management methods and practices. It insists on the role of early multinationals and entrepreneurs in the globalisation of business. The course aims also at integrating the role of institutions and governments in the development of firms' strategy over time.</p> <p>A specific example of management method adoption or organisational structure will be analysed for each area (e. g. toyotism, JIT, TQM in Japan or Chaebols conglomerates in Korea).</p> <p><b>Visiting professors are invited every year to give conferences integrated in the courses</b></p>		
<p><b>Intended learning outcomes</b></p> <p>After this course, students should be able to:</p> <ul style="list-style-type: none"> <li>- Put in long term perspectives business related issues</li> <li>- Understand and integrate the role of national and corporate history for managers</li> <li>- Evaluate and integrate in their analysis the role of institutions surrounding companies</li> <li>- Understand the complexity of the environment of corporations, the role of individuals and the motivation of actors</li> <li>- Understand the origins and the evolution of management practices and tools and the national differences</li> </ul> <p>Develop an understanding of the role of entrepreneurs in the globalization phenomenon</p>		
<p><b>Managerial skills outcomes</b></p> <ul style="list-style-type: none"> <li>- Analytical capacity through case study exercises and the use of historical sources</li> <li>- Train in conducting collective discussion and debating issues</li> <li>- Oral presentation skills including answering questions and managing interruptions and time keeping</li> </ul> <p>Develop powerpoint presentation design and layout for optimum communication to an audience of 30</p>		
<p><b>Link to the programme</b></p> <p>The course is positioned at the beginning of the first year of the programme to offer students an opportunity to understand long term phenomenon in the development of international business activities. It is integrative in nature using cases with strategic management dimensions but also related to organisational design, marketing and distribution and business government relations. It relates to the strategy course using common theoretical concepts and tools.</p>		
<p><b>Course structure</b> (lectures+presentation sessions)</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Why history matters to managers?</li> <li>- History and methodology (written and oral sources, archives)</li> <li>- Illustrative cases : McKinsey and Total's restructuring in the 1960s ; Renault in the USA since the 1950s.</li> </ul>		

## I - North America

- Development of the large enterprise
- The emerging professional manager
- Sophisticated organisations ("M" form) and adapted tools (Marketing, control)
- Analysis of two corporate communication short movies GM (1927) and Lookheed (1940)
- Case study, Frederic Tudor, the ice King (early 19th century entrepreneur going international)

## II – Specificity and European adaptation

- The European business environment
- Group organization and the selection of élites
- New management methods
- HRM
- Case study : Pechiney in the interwar Period

## III – Brave new Asia

- Large enterprise development in Japan & Korea
- Zaibatsu, Keiretsu, Sogo Sosha
- Korean specificity
- Case study : Mitsui the Sogo Sosha

### Session 1: 19th century Entrepreneurs and Empire builders

Heinz

Kruger

### Session 2 : Organizing the large enterprise

Alfred Sloan and GM

Dissent at GM

### Session 3 : European examples in the 20th century

France, state as a competitive advantage

Unilever

### Session 5 : Entrepreneurship in the globalization era and the Japanese model

Aristotle Onassis

Japanese automotive industry post WW2: Kigyo Shudan

### Session 6 : the emergence of the service sector and the knowledge industries

The development of management consulting in Western Europe

McKinsey

## Case assignment

The students will make groups of 4 to 6 taking into account the diversity of the class (nationality, gender, skills). Final decisions regarding cases allocation remain with the course convenor who may have to move student/cases according to various constraints (group balance, language proficiency, size,...).

The students will give a 25min presentation using PPT type media. The objective is to allow other students in the class to explore a management issue and apply knowledge covered during lectures.

The aim of the tutorial is for students to display their analytical skills and to create classroom discussion. All students in class have to come prepared having read thoroughly the cases of the day. Typical cases are 20 pages long and students have to allow sufficient preparation time between tutorials in order to benefit fully from the class discussion.

## Prerequisites

Strategy

**Evaluation:** Case study presentation – 30%; Final written exam – 70%

Please note that the mark given will also take into account students' oral and written communication skills.

### **Case presentation grading system**

#### Synthesis (25%)

- Clear introduction to the legal topic chosen and position clearly stated and defended
- Clarity and coherence. Easy to understand, appropriate tone, style, language.

#### Analysis of case and management concept(s) 25%

- Use of theories
- References/proper sourcing
- Justification backed up by examples or case data

#### Debate and discussion (25%)

- Handling of questions
- Managing questions, appropriate answers
- Clarifying before answering, checking if questions were sufficiently answered
- Time keeping

#### Form (25%)

- Creativity in presentation format/support material. Use of projector, slides flow.
- Make it interesting - get and retain audience attention
- Transitions between group members, group members speak as "one", flow

Respect time constraints Appropriate time given to each part of the presentation

### **Literature**

Cassis Y. (ed.) (1997) *Big business the European experience in the twentieth century*, Oxford  
Cassis Y, F. Crouzet, T. Gourvish (1995) *Management and business in Britain and France*, Oxford  
Chandler A. D. Jr. , F. Amatori And T. Hikino (eds.) (1997) , *Big Business and The Wealth of Nations*, Cambridge, Mass.  
MacCraw T (ed.), *Creating Modern Capitalism*, HBS University Press

MGT11E07	Course Title <b>Marketing</b>	ECTS 5 H CM 30 H TD 21
Course convenor : <b>David TIBBITS</b>		
<p><b>Course outline</b> This course will explore the philosophy, attitude, and management orientation of marketing science. The fundamental methods which management employs to execute its marketing strategies, with the product at the center of its activities, will be studied. An additional emphasis is the role of the consumer and how organizations satisfy their needs, while equally placing the consumer at the heart of their business activities. The material will be presented from a theoretical perspective combined with multiple case study analysis to reinforce the theory presented.</p>		
<p><b>Prerequisites</b> : Basic business studies (finance, accounting, economics, HRM, etc...) This is an introductory course, therefore it is taught from the perspective that students are learning the material for the first time.</p>		
<p><b>Evaluation</b> : The grading system is based on a combination of student project presentations (2) done in work groups, individual class participation, and a final examination which is divided equally between multiple choice, short essay, and case study analysis. Grading formula: Student project presentations—30% ( two presentations; written and orally presented by groups) Student individual participation mark—10% (students are expected to interact during the lectures)  Final Exam mark—60% (each of the three sections is worth 33.3% of the total mark)  Please note that the mark given will also take into account students' oral and written communication skills.</p>		
<p><b>Literature</b> : Essentials of Marketing 2 ; Lamb, Hair, McDaniel, Strategic Market Management 7th ed., David A. Aaker, Marketing Management 11th ed. International ed., Phillip Kotler</p>		

MGT11E08	<p style="text-align: center;">Course Title</p> <p style="text-align: center;"><b>Organisational theory and leadership</b></p>	<p>ECTS 5</p> <p>H CM 24</p> <p>H TD 21</p>
<p>Course convenor : <b>Audrey ROUZIES</b></p>		

## Module 1

### Course outline

This module aims to prepare the students for understanding what organizations are, why they exist, how they are structured, and to focus on individuals and groups organizational behaviour, in order to give students some guidelines for managing people in several organizational contexts. The course is arranged in two main sessions.

The first session's purpose is to address the issues of why organizations exist, how they are structured and how they develop. This session aims to heighten the students' awareness of the multiplicity of the theoretical approaches of organizations and their competitive but complementary aspects. As future professionals or managers, they should be able to "read" the situations that they are attempting to organize or manage. To be effective, they should be open-minded and able to adopt several points of view in order to catch all the aspects of the situation.

### Expected learning outcomes:

After completing the course on organization theory, the students should be able:

- to describe and apply organizational theories in order to describe and understand the diverse organizations they will face,
- to critically analyse the organizations of labour and to carry out improvements,

### Method

During the course on organization theory, the main methods of learning are lectures with the aim of studying the major aspects of the course literature, then small-group exercises and cases will be used to illustrate important aspects of organizational theories.

### Course structure:

The focus is on the development of the conceptions of organization. The goal is to present several theoretical glances of the question, to point their contributions and limits but also, to demonstrate that it is effective to adopt different points of view. To develop this kind of skills, students will study the main conceptions of organizations and apply their contributions to decode and judge the circumstances presented in small exercises and cases. Almost all the exercises and cases will be made in small group to facilitate and improve an "open-minded" reading of the problems met. A focus on the development of the organizational forms as reflected in the rise of flexible configurations, will also be made.

#### I. The traditional conceptions of organizations

I.1. The concept of bureaucracy

I.2. The scientific management

#### II. The organization, its men and its environment

II.1. The human relations

II.2. The contingency Theories

II.3. The organization as an evolving system

#### III. The organization, its knowledge and its culture

III.1. The learning organization

III.2. The organizational culture

### Literature:

Morgan (1998), *Images of organization*. Executive edition, Thousand oaks.

Mintzberg H. (1979), *The structuring of organization*, Englewood cliffs.

Shermerhorn, Hunt et Osborn (2005), *Organizational behavior*, New York, John Wiley and Sons.

## Module 2

### Course Aims and Description

The quality of an organization's leaders greatly influences its overall success and ability to continuously adapt to an ever-changing business world. Organizational Leadership course discusses various models of leadership applicable to business organizations. It is a course that analyzes leadership within the context of organizational structure; examines a combined contextual approach to organizational leadership coupled with a critical analysis of the social, cognitive, and affective dynamics that underscore that leadership; reviews an interdisciplinary approach based on the areas of management and psychology; and prepares students to deal with problems encountered by leaders and the required behaviors, attributes, and outcomes needed to lead organizations effectively. The course is a critical examination of the theoretical assertions and empirical knowledge claims regarding the behavior of leaders in complex work organizations with particular emphasis on the implications of developments in organizational theory for leadership practice and firm's effectiveness. Students will acquire the ability to think reflectively about the literature of organization studies as applied to personal and group behavior in the professional work environment.

The objective of Organizational Leadership course is to provide a forum for the development of strategies, skills and techniques that promote successful leadership within organizations. This course has an experiential component and students are expected to assess past and present leadership experiences and identify possible future leadership practices. Students will examine the leadership models and relate them to their own leadership styles. Through their studies, the students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.

### Course objectives

Upon completion of the course the student shall be able to:

- Describe the leadership performance imperatives essential for organizational effectiveness.
- Explain the nature of organizational leadership and its implications.
- Understand that effective leadership is a foundation for organizations to achieve goals.
- Understand the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors.
- Appreciate the role of process skills in effective leadership and capacity building.
- Understand the role of mentor-protégé relationships in leadership development.
- Gain an understanding about one's own leadership style including one's strengths and weaknesses.

### Practical Work

Students will analyze the thoughts and practices of various leadership studies, theories, and styles and will discuss the potential application of these theories and styles in Human Resource Management. Each class session, students will engage in meaningful dialogue analyzing the assigned readings and will discuss the practicality of using the theories in the everyday organization. To do this the students will analyze the strengths and weaknesses of each leadership style and will try to determine the appropriate audience in which the leadership style will be successful. Tutorials will combine:

- **A leadership case study:** Drawing upon different information sources and articles, a team-based Organizational Leadership Analysis will be done; whereby each group of students examines the leadership effectiveness of leaders in a given organization.
- **A leadership biography study:** The Leadership Biography Study is the creation of a profile of the individual who brought about change in a nation, organization, movement, or has had great influence on your life. The individual should have name recognition among other members of the class by name or title. Profile information may be taken from books, websites, and literary accounts. The individual may be a representative of the political, military, business, governmental, religious, education, nonprofit, social movement, humanitarian, sports, entertainment, music, movie, television, or other key sector of a society. The goal is to become well acquainted with the profile, leadership style, works, and impact of this person.
- **Case presentations:** talks and debates.

### Course Outline

#### ***Organizational Leadership: Theory and practice***

- Defining Leadership Imperatives
- The nature of organizational leadership: definition
- Leadership, vision, and organizational effectiveness
- Identifying and Developing Effective Leaders

- Leadership Theories and Models
- Traits, Behaviors, and Relationships Approaches
- Contingency Approaches
- Leadership and Mentor Relationships
- New insights into models on transactional and transformational leadership.
- Leading teams and change
- Leader training and development
- Developing Leadership and Diversity

### **Evaluation: Tests and Examinations**

The final grade will combine:

- The grade of a written exam at the end of the course: 70%
- The grade of tutorials (case study and biography study): 30%

The final written examination will cover a conceptual theme traced throughout the course.

Please note that the mark given will also take into account students' oral and written communication skills.

### **Literature**

#### **Course Materials**

1. Daft, R.L. 2005. *The Leadership Experience*, 3<sup>rd</sup> Edition. Mason, OH: South-Western – Thomson Learning.
2. Greenberg, J., and Baron, R.A. 2003. *Behavior in Organizations*, NY: Prentice Hall.
3. Francesco, A.M., and Gold, B.A. 2005. *International Organizational Behavior*. NY: Prentice Hall Publications.
4. Lussier, R.N., & Achua, C.F. 2004. *Leadership: Theory, application, skill development* (2<sup>nd</sup> ed.). Egan, MN: Thompson South-Western.

#### **Useful Journals**

*Journal of Organizational Behavior*

*Journal of Management*

*Human Resource Management Journal*

*European Management Journal*

*Academy of Management Journal*

*Harvard Business Review*

MGT11E09	<p style="text-align: center;">Course Title</p> <p style="text-align: center;"><b>International management &amp; strategy</b></p>	<p>ECTS 5</p> <p>H CM 24</p> <p>H TD 15</p>
<p>Course convenor: <b>Ludovic CAILLUET</b></p>		
<p><b>Course outline</b></p> <p>This course is an advanced course in strategy. It is focused on international strategic options of transnational companies. Lectures and case studies provide opportunities for group work and presentations. The course is completed by a real-life case study presentation of 3 hours by M. Mario Formica about regional aircraft manufacturing strategy and a second one on cross cultural management issues in merger and acquisition.</p> <p><b>Visiting professors may be invited to provide a conference as a part of the course.</b></p> <p><b>Course structure</b></p> <ol style="list-style-type: none"> <li>1. Introduction (back to strategy basics) <ol style="list-style-type: none"> <li>a. Case analysis: European brewing industry</li> <li>b. The pharmaceutical industry</li> </ol> </li> <li>2. International Strategy</li> <li>3. Motivation, options, structures, tools</li> <li>4. Culture and international management</li> <li>5. Cross cultural issues</li> <li>6. Marketing</li> <li>7. IHRM</li> <li>8. M&amp;A, Change Management</li> </ol> <p><b>Case studies</b></p> <ul style="list-style-type: none"> <li>• Cola wars (strat)</li> <li>• Starbucks (strat)</li> <li>• Ducati (strat/brand)</li> <li>• BRL Hardy (mktg/OB)</li> <li>• Unilever Butter beater (mktg/OB)</li> <li>• Ikea : culture as a competitive advantage</li> <li>• Acer China (strat/cult/R&amp;D)</li> <li>• GSK (M&amp;A)</li> <li>• Nissan (M&amp;A)</li> <li>• Making China beautiful (Intercult/Mktg)</li> <li>• Globalizing fun (strat)</li> <li>• The Burma Pipeline (Ethics)</li> </ul>		
<p><b>Prerequisites:</b> Corporate strategy (preferred but not compulsory for exchange students)</p>		
<p><b>Evaluation :</b> Case study presentation (30%) and written exam (70%)</p> <p>Please note that the mark given will also take into account students' oral and written communication skills.</p>		
<p><b>Bibliographie</b></p> <p>Gerry Johnson, Kevan Scholes and Richard Whittington, (2007) Exploring Corporate Strategy," 7th ed, Pearson education.</p>		

MGT11E10	Course Title <b>International Law of Contracts and Corporate Law</b>	ECTS 5 H CM 24 H TD 16
Course convenors: <b>Michel GIVRY</b>		
<p><b>Course outline</b></p> <p>This course is an introduction to the main international trade rules. The purpose is to present the main legal instruments which have to be used, such as conflict-of-laws rules, conflict-of-jurisdiction rules, international effects of judicial decisions rules, and material rules.</p> <p>The lectures also emphasize on the influence of EU legal instruments.</p> <p>At last, the student must be able to deal with an international situation, and especially to be able to determine the relevant rule. He also has to be aware of the main material law norms applicable.</p> <p>This course contains practical exercises, in order to train the students to reason properly and methodically.</p> <p>This course also contains oral presentations made by students on some relevant topics related to the lectures.</p> <p><b>Course structure</b></p> <p>I - Methods</p> <ul style="list-style-type: none"> <li>- Diversity of Legal Systems</li> <li>- Conflict of laws</li> <li>- Conflict of Jurisdictions</li> <li>- Material Law</li> <li>- Soft law</li> <li>- International Effects of Judicial Decisions</li> </ul> <p>II – Rules applicable</p> <ul style="list-style-type: none"> <li>- Overview of Main Conflict-of-laws Rules</li> <li>- Overview of Main Soft law Rules</li> <li>- Conflict of Jurisdictions: National and EU Rules</li> <li>- International Effects of Judicial Decisions: National and EU Rules</li> <li>- Focus on International Contractual Situations</li> <li>- Vienna Convention on International Sales of Goods</li> <li>- Collaterals</li> </ul> <p>III-EU law: Freedoms of Movement.</p> <ul style="list-style-type: none"> <li>- General Presentation</li> <li>- Illustrations in International Commerce.</li> </ul> <p>IV – Oral presentations</p> <ul style="list-style-type: none"> <li>- What is E-Commerce?</li> <li>- What is a Consumer?</li> <li>- What makes a lawyer necessary in international situations?</li> </ul>		
<b>Prerequisites:</b> none (the audience doesn't include law students)		
<p><b>Evaluation:</b> Final written exam(70%) and tutorials note(30%)</p> <p>Please note that the mark given will also take into account students' oral and written communication skills.</p>		
<b>Literature:</b> none (the audience doesn't include law students)		

<b>MGT11E11</b>	Course Title <b>Internship</b>	ECTS 10 H CM 15 H TD 70
Course convenor: <b>Audrey Rouziès</b>		
<p><b>Course outline:</b>  Students opting for a career in business administration in the second year of the programme are requested to perform an internship in an international company, either in France or abroad, during minimum 3 months.  The missions to be performed during the internship are to be defined in mutual agreement between the company and the responsible professor. In any case the international component is clear: the company should have transnational activities. When applying concepts taught during courses in different fields (marketing, organisation,...) students tackle real business issues.  While courses help to prepare for and to search an internship, it is the student's responsibility to find an internship within a company.</p>		
<p><b>Prerequisites:</b>  n.a.</p>		
<p><b>Literature:</b>  n.a.</p>		
<p><b>Evaluation:</b>  An internship report (40/50 pages)</p> <p>Please note that the mark given will also take into account students'oral and written communication skills</p>		