

UNIVERSITE TOULOUSE 1  
INSTITUT D'ADMINISTRATION DES ENTREPRISES

**MASTER MANAGEMENT INTERNATIONAL  
2ÈME ANNÉE**

**RESPONSABLE  
LUDOVIC CAILLUET**  
MAITRE DE CONFERENCES EN SCIENCES DE GESTION

2009-2010

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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.*

## Programme courses M2

- UE 1 International Human Resources Management (5 ects, 36h CM)
- UE 2 Cross-cultural Management (5 ects, 36h CM)
- UE 3 International Marketing (5 ects, 36h CM)
- UE 4 International Management control (5 ects, 36h CM)
- UE 5 Business Intelligence and Strategy (5 ects, 36h CM )
- UE 6 Comparative Accounting & Auditing (5 ects, 36h CM)
- UE 7 International Finance and Risk Management (5 ects, 45h CM)
- UE 8 CompanyPproject (11 ects, 42 CM)
- UE 9 Internship, Master's thesis and personal development (14 ects, 70h TD)

From January to the end of March, teams of students have to carry out consultancy missions on a part-time basis (market research, process and organisational analysis, ...) through in-company sponsored projects. This will allow the students to apply the ongoing programme to real life business situations.

From April onwards, students have to find a position in France or abroad as a trainee in a company during 6 months.

In the second year of the Master (M2), students can choose to follow a research track. In this case, they will not attend UE 1, UE 6 and UE 7. Instead, they will follow three courses in French:

- UE 10 protocole de recherche (5 ects, 24h CM)
- UE 11 méthode de recherche (7ects, 51h CM)
- UE 12 théorie des organisations (3 ects, 21h CM)

Furthermore, these students will not complete the traineeship but will have to write a Master's dissertation.

## 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: 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), ...

N° I.D. <b>MGT2101</b>	Course Title <b>International human resources management</b>	ECTS 5 H CM 36 H TD
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Course convenor: Dr. Marion FORTIN

### **COURSE OVERVIEW AND OBJECTIVES**

In this course, we focus on aspects of managing human resources in multinational organizations. A central consideration is the fit between corporate strategies, different cultural contexts, and the effective management of human resources, which at times may require differing policies across countries. The course is based on the notion that competitive firms require appropriate strategies and practices for managing their employees at every level of the enterprise. This is particularly true of multinational enterprises (MNEs) involved in an international environment.

The course introduces students to theories, tools and research relevant to the management of human resources in international contexts, and encourages them to apply and critically assess these in the context of contemporary business practice and different cultural contexts.

The course is highly interactive and requires good preparation and active engagement with the course's content and process to achieve the learning goals.

The goals and learning objectives of the course are to:

- 1) Discuss the importance and strategic role of International Human Resource Management (IHRM) for multi-national enterprises.
- 2) Familiarize students with the key concepts and components of IHRM, especially in relation to staffing, training, compensation and performance management.
- 3) Explore the role of national differences in the practice of IHRM.
- 4) Understand and compare different approaches to central IHRM policies and practices.
- 5) Critically reflect on the ethical questions that arise in the context of IHRM.
- 6) Apply principles and learning from the course to specific cases.

### **COURSE OUTLINE**

1 – *An overview of IHRM*: definition of key terms, differences and similarities between domestic and international human resource management, the context of IHRM, organizational strategy and IHRM.

2 – *Recruiting and selecting staff for international assignments*: approaches to staffing in an international contexts, expatriation and impatriation, issues related to repatriation.

3 – *Training and development*: preparing employees for international assignments, pre-departure training, training and expatriate cultural adjustment.

4 – *Compensation and performance appraisal*: compensation complexity in an international context, key components of an international compensation program, performance management and control, performance and compensation packages.

5 – *Case studies and practitioner conferences*: talks and debates related to the topics above.

### **LEARNING AND TEACHING APPROACH**

I expect all students to take an active role in achieving the course goals. This includes thorough preparation for and consistent attendance of lectures as well as participation in class discussion and group work. Students are expected to actively engage, and critically reflect on, the topics covered in this course.

I invite all students with special needs or with individual problems related to this course to contact me as early as possible and in confidence to discuss possible ways of dealing with any actual or potential difficulties.

## **ASSESSMENT**

### 1) IHRM strategy group project: 30%

In randomly chosen groups of 4 to 6 students, your task will be to prepare an HRM strategy for entering a new national market – for a company of your choice. (Only condition: the company does not currently operate in the country). You should consider at least the following: staffing, performance management and compensation approach, and training requirements. You will need to explain how the approach you chose is appropriate in the context of the industry you operate in, and the culture of the new market. Also discuss in how far the practices from your chosen company's head office country could be easily transferred to the new location. (Where you cannot find information on current head office practices, you are allowed to make reasonable assumptions). You will present your strategy in the form of a boardroom presentation, accompanied by a short (maximum 6 pages) handout for the board.

### 2) End of course exam: 70%.

In this 3 hour exam, you will be required to answer three out of six essay questions.

Performance in the assessments for the module is judged against the following criteria:

- Knowledge and understanding of relevant concepts and issues
- Structure and clarity of argument and presentation
- Quality of analysis and interpretation
- Extent of critical evaluation
- Ability to synthesise relevant material from a range of sources, including evidence of wider reading.

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

## **COURSE MATERIALS**

### **Recommended Text - you should ensure that you have access to the latest edition**

Dowling, Peter J., Denise E. Welch, and Randall S. Schuler, 1999. International Human Resource Management, Cincinnati, OH: International Thomson Publishing.

### **Further reading; Textbooks**

Harzing, Ann-Wil, and J. Van Ruysseveldt, (eds.), 2004. International Human Resource Management, 2nd edition. London: Sage Publications. (Chapters 2-3 and 7-15).

For the link between IHRM and strategy, you may wish to consult:  
P Evans, V Pucik, JL Barsoux - 2002 - The Global Challenge, McGraw-Hill/Irwin

For a thorough coverage of specific HRM practices, please consult  
Dessler, Gary, 2008. Human Resource Management, 11th Edition, Prentice Hall

**A list of further reading recommendations by topic will be handed out in class.**

The textbook references, prior reading and key reading/articles are provided as a minimum requirement. You are recommended to consult the further reading and your own searches to supplement these in order to achieve a high standard on this module.

### **Useful Journals**

*The International Journal of Human Resource Management*

*Human Resource Management Journal*

*European Management Journal*

*Academy of Management Review*

*Academy of Management Journal*

*Harvard Business Review*

N° I.D. <b>MGT2102</b>	Course title <b>Cross Cultural Management</b>	ECTS 5 H CM 36 H TD
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**Module 1 : The psychology of intercultural Management**  
Course convenor: **Denis HILTON**

**Course outline**

This course selects topics from psychology that will help prepare students for intercultural management. These include aspects of cross-cultural and intercultural psychology, as well as techniques of negotiation. The course is presented in a lecture format (18 hours) with frequent break-outs for case studies and exercises

*Visiting professors are invited every year to give conferences integrated in the courses*  
For 2008-2009, Laurent Licata, Assistant Professor, Université Libre de Bruxelles (Intercultural psychology)

**Intended learning outcomes**

After this course, students should be able to:

- Understand the dimensions along which social behaviours in cultures vary
- Distinguish strategies of acculturation (assimilation vs. accommodation)
- Understand the major forces (motivational, identity, cognitive) driving group and intergroup behaviour
- Understand and manage negotiations in order to achieve optimal outcomes
- Understand and manage small group meetings in order to achieve optimal outcomes

**Managerial skills outcomes**

- Understanding of the impact of culture and group pressure on their own and others' behaviour
- Analytical capacity through case study exercises
- Interpersonal and analytical skills in managing meetings and negotiations

**Course structure**

**Lectures**

- I Introduction to dimensions of cultural variation
  - Hofstede's model and methodology
  - Dimensions of cultural variation
  - More recent approaches (e.g. Chinese Cultural Connection)
  - Distinguishing organisational and national culture
- II The psychology of group and intergroup behaviour
  - Conformity pressure (Variations between collectivist and individualist societies)
  - Functional (motivational approaches)
  - Social identity approaches
  - Cognitive approaches
- III Concepts of self and cognitive style in different cultures
  - Cognitive style in different cultures (analytic vs. holistic).
  - Concepts of self in individualist and collective societies
  - Investment in group activities across cultures (social loafing)
  - Entrepreneurship and culture

#### IV Intercultural psychology

Assimilation vs. accommodation

Berry's model of integration

#### V Decision-making in negotiations

Introduction to game theory & theory of co-operation

Distributive vs. integrative approaches to negotiation

Intelligent and co-operative trade-offs in negotiation

#### VI Managing meetings in an intercultural context

Normative and informational aspects of group processes

Pressures to conformity and groupthink and how to manage them

Group effects on collective risk-taking

Cultural & societal aspects of risk-taking

### **Case assignment**

The students will form 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,...).

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 course

### **Evaluation**

Case study presentation:

#### **Case presentation grading system**

Synthesis (25%)

Clear introduction to the 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

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

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

## References

- Bartlett, Christopher A. and Sumantra Ghoshal (2000) "Going Global", *Harvard Business Review*, Mar/Apr.
- Bartlett, Christopher A., Sumantra Ghoshal and Julian Birkinshaw (2004), *Transnational Management: Text, Cases, and Readings in Cross-Border Management*, Fourth Edition, Boston (MA): Irwin-McGraw-Hill.
- Chandrasekar, V. (2008) "Affordable Housing: Opportunities in emerging markets", *ISB Insight*.
- Johnson, Scholes, Whittington (2007) *Exploring corporate strategy*, Pearson,
- Peng, Mike W. (2006), *Global Strategy*, Thomson South-Western
- Porter M and Mark R. Kramer (2006) The Link Between Competitive Advantage and Corporate Social Responsibility, *Harvard Business Review*.
- Rossi Luca and Andrea Majoli (2004) "Standing tall among giants", *AT Kearney Executive Agenda*.
- Steger U. and Aileen Ionescu-Somers (2008) "Of bubbles and bursts: Where is sustainability in all this?", *Viewwire*, The Economist Intelligence Unit.
- Zadeck S. (2004) "The Path to Corporate Responsibility", *Harvard Business Review*.

## Module 2 : Course convenor: **Jean-Pierre SEGAL**

This Cross Cultural Management course is composed of four modules:

Cross Cultural Management : Gestion & Société

Course outline :

The aim of the course is to offer an insight and understanding (both analytical & practical) of how cross cultural issues manifest in the workplace. CCM is usually associated to values, norms and references that are specific to a national culture. This course will allow students to go beyond this

context to another. In a second period, they participate to an identification of cultural issues exercise thanks to an audio & script document they will identify the reinterpretation strategies used, and therefore the potential sources of misunderstandings as well as pitfalls.

### 3. what we do, how we do it: universal ideas and local applications

In the first period students are shown a film dealing with an experimental action led by a French NGO in Nioro, Mali, led by electricians from a national entity. This interactive part will allow students to identify reasons of misunderstandings, evidences of cultural issues. They are then led to reflect on the potential lacks engendered by such situations, and their consequences on the cooperation. In a second part, thanks to research material and work on another case, they are presented with another perception of identical actions as the Mali case. Therefore, they will reflect on the differences of interpretation according to cultural environments, and the fact that actions are locally analysed. Problems will be of a different nature according to the place they occur.

### 4. corporate culture and national culture, how they interact General synthesis: (Jean-Pierre Segal)

In the first period students are introduced to an in-depth analysis of the differences between corporate culture and national culture, and the interactions between these two dimensions. Thanks to an illustrative case, students will be interested into understanding how the corporate values of a company, as the way they are presented and codified in a written charter, are understood, analysed, understood & finally appropriated and implemented by people from other national contexts than the one that originated the document and particularly within the subsidiaries.

Eventually, the last part will consist in a synthesis and general conclusion. Students will be presented the scope of a living-together analysis, as well as key aspects of cross cultural relevant points. What changes & what remains, what is obvious and what is not, beyond stereotypes.

Methods : Lectures, case studies, in-class exercises, video reports and audio & Transcribed interviews

Prerequisites: having read at least the two articles transmitted through the administration (Philippe d'Iribarne, Sylvie Chevrier)

Evaluation : group work

Literature :

Articles

Chevrier, Sylvie, "Cross-cultural management in multinational project groups" *Journal of World Business* 38 (2003) 141-149

Iribarne (d'), Philippe, "National cultures & organizations: in search of a theory. An interpretative approach". *IJCCM International Journal of Cross Cultural Management*, 2009 (3) 619:1-13 (à paraître)

Iribarne (d'), Philippe, "'conceptualising national cultures: an anthropological perspective". *European Journal of International Management*, Vol.3, N°2, 2009

Sackmann, Sonja A. and Margaret E. Phillips, 2004 'Contextual Influences on Culture Research; Shifting Assumptions for New Workplace Realities', *International Journal of Cross Cultural Management*, Vol. 4 (3): 370-390.

Books

Adler, Nancy, "International Dimensions of Organizational Behavior", Kent Publishing Company, 1997 (3rd edition).

Boyacigiller, Nakiye A, M. Jill Kleinberg, Margaret E. Phillips, Sonja A. Sackmann, 2004. "Conceptualizing Culture: Elucidating the Streams of Research in International Cross-cultural Management", *Handbook for International Management Research*, B.J. Punnett & O. Shenkar (Eds.), Ann Arbor,MI: University of Michigan Press

Geertz, Clifford, 1973. *The interpretation of culture*. Basic Books, New-York

Iribarne, Philippe (d') and Alain Henry (2007), "*Successful Companies in the Developing World: Managing the Synergy with Culture*", AFD

Schneider, Suzan & Barsoux, Jean-Louis "*Managing across Cultures*",Prentice Hall

N° I.D. <b>MGT2103</b>	Course title <b>International Marketing</b>	ECTS 5 H CM 36 H TD
Course convenors : <b>Alain FAIVRE-DUPAIGRE ; Afifa BOUGUERRA</b>		
<p><b>Learning objectives</b></p> <p>Understand what is marketing research in an international context.  Learn about the issues of international marketing communications.  Know what are low context cultures versus high context cultures and understand the differences in communication between these cultures.  Discover globalised and adapted communication strategies.</p>		
<p><b>Course description</b></p> <p>The first part of this course introduces students to marketing research.  The second part of this course introduces students to domestic communication, communication models (domestic and international) and to different advertising platforms.  The course ends with a detailed analysis of the different culture components, the high and low context cultures. Different advertising strategies are then shown to students (global advertising, standardised advertising).</p>		
<p><b>Prerequisites</b></p> <p>As this is an introductory course, no pre-requisites are required</p>		
<p><b>Evaluation</b></p> <p>Final written exam – 70%.  International marketing case study – 30%. Students work into groups of 4 persons. After an external, internal analysis and marketing diagnosis, the students must choose among a few possible international marketing strategies. They also have to propose a global advertising campaign for the studied brand.</p> <p>Please note that the mark given will also take into account students'oral and written communication skills.</p>		
<p><b>Literature</b></p> <p>J.P. Jones, International Advertising, Realities and Myths, Sage Publications, 2000  Ph. Kotler, G. Armstrong, Principles of Marketing, Pearson, 2006  M.J Schmidt, S. Hollensen, Marketing Research, an International Approach, Prentice Hall  N. Malhotra, JM Décaudin, A. Bouguerra, Etudes Marketing avec SPSS, 5<sup>ème</sup> Edition, Pearson 2007</p>		

N° I.D. <b>MGT2104</b>	Course Title <b>International Management Control</b>	ECTS <b>5</b> H CM <b>36</b> H TD
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Course convenor: **Loïc Gaté**

### **Intended Learning Objectives**

Upon completion of this course, the student will be able to:

Understand the roots of performance in the organization they are working for. Master the management control tools in order to contribute to a better efficiency inside the company.

#### **Knowledge-based outcomes**

1. Understand the conditions of use of the major management control tools
2. Improve the daily decisions of operational managers through control tools
3. Consider the strategic leverage we can create thanks to management control.

#### **Skill-based outcomes**

4. Evaluate the limits between efficiency and ethics.
5. Demonstrate that they have the understanding of and ability to improve the performance of the organization.
6. Stimulate and manage performance

### **Course outline**

The objective of the course is to scan the major tools used in international firms in management control. This includes understanding tools used in different countries and culture and being able to use the most suitable one.

Also, we expect the student to understand the modern concepts used in multinational firms like balanced scorecard or ABC method.

Eventually, they must be able to match the management control with the organization they are working for, in terms of information system and responsibilities centres.

### **Course structure**

I – Management control and strategy

II - Costing systems in multinational companies

- Process costing systems
  - Cost-Volume-Profit method
  - Traditional Cost Accounting
  - ABC method
  - Target costing
  - ABC method
- Job costing systems
- Student presentations

III – Management control and organization

- Responsibility centres
- Transfer price in multinational companies
- Information systems
- Reporting and balanced scorecard
- Budgets
- Student presentations

- Professional conferences

#### IV – Total Quality Management

- Non quality costs
- Student presentations

**Prerequisites:** Strategy concepts

**Evaluation:** Presentation (30%) and written examination (70%).

The goal for the presentations is to check the ability of the student finding the right information on databases (articles), constructing a good summary and presenting a topic in English. All this work has to be done in a group of four students.

The written examination aims at checking the knowledge of the students on management control tools and concepts.

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

**Literature:**

Drury C., Management and Cost Accounting, Thomson, 6<sup>th</sup> edition, 2004.

N° I.D. <b>M2 UE5</b>	Course Title <b>Business Intelligence &amp; Strategy</b>	ECTS <b>5</b>  H CM <b>36</b> H
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Course convenors: **Ludovic Caillaud**

### **Module 1**

#### **Learning objectives and Course outline**

This course is an advanced course in strategy with a focus on business analysis and methodology. It is based on group work.

In the first part, students are to be reminded of methodologies used for academic research in strategy and business intelligence tools used by companies when performing sector analysis.

In the second part, students should be able to conduct desk and field research in order to write a teachable case study in strategy.

The teaching case-study format has been chosen in order to train students in writing a narrative using data from different sources. The resulting material should be a text of a quality permitting its use in class as a teaching tool after revision by a professor. The most promising cases will be published by the school.

#### **By the end of the module, the students will be able to:**

- Evaluate the best methodology to be used when assigned a business intelligence related task.
- Apply appropriate tools and theories to analyse an industry;
- Write a report using narratives and integrate facts, data and interview collection into a complete document summarizing a strategic management problem;
- Define and evaluate root causes of issues in complex management situations

#### **Link with and contribution to programme**

This course demonstrates the important links that exists between all the areas of business in the context of international strategy: marketing, management, human resources management, etc. This course will give the students a global overview of the strategic issues.

#### **Course structure**

##### **1 - Introduction to Business intelligence for decision Support and Industry analysis**

- What Do Companies Use Business Intelligence For?
- The Business Intelligence Process
- Understanding the Environment
- Industries and Sectors: Changing Boundaries of Industry
- The Five Forces Framework
- The Life-Cycle Model
- Dynamics of Competition
- Strategic Groups
- The Value Chain
- Activity Maps
- Benchmarking Strategic Capability
- SWOT

##### **2 - Writing a strategy case study**

- What is a case study?
- Case study desk and field research
- Interview methodology and training

- Case study writing.

## **Strategy case-study writing assessment**

### **Deliverables**

There are two documents to be delivered.

- 1) **A detailed structure of the case** including key elements (synopsis) and basic documentations (future case exhibits) should be handed over by mail to Professor Rouzies and Cailluet by **January 5**. They will give a feedback to all groups by January 12th.
- 2) Students should then integrate the comments made and complete their cases (20 000 characters in 10 pages  $\pm 10\%$ ) by **January 30<sup>th</sup>**. The case should include proper sourcing and students having performed interviews should provide complete transcriptions by the same deadline.

### **Interviews**

A methodology class will be given by course convenors. Students before to contact potential interviewees must provide the interview guidelines to Professor Rouziès for approval. All interviews have to be transcribed and typed.

### **Case and topics**

For each case we have tentatively summarized major issues and principal sources of information. This shall be refined as soon as possible after assignment by the case research team with a professor.

There are two major types of cases :

Type A is based on a mix of desk and field research. The latter implies conducting interviews with managers/executives of the targeted organization. The case study is built on interview transcriptions and documentation obtained from case company and other sources including the ones cited below.

Type B is based on extensive desk research using general and professional press, databases available to IAE students (i.e : Business Source Premier, Dafsalien, Factiva, Infancials Corporate Focus Premium, Kompas, Xerfi...) and corporate sources.

There is no difference between cases A & B except in terms of methodology. Both are advanced exercises requiring a variety of skills and a lot of hard work. Students will be assigned cases by groups of no more than 5 participants, all cases have to be assigned.

### **Cases offered for 2008-2009**

#### **A1: Entrepreneurship and internationalization**

**Case: Philippe Prévot and the Skyranger ultra-light motorised aircraft. An entrepreneur faced with the challenges of outsourcing abroad.**

Interviews with Ph. Prévot, CEO of BestOff Aircrafts, Montauban

Company websites

<http://www.skyranger.net/>

<http://www.bestoffaircraft.com>

[http://www.aeros.com.ua/structure/skr/index\\_en.php](http://www.aeros.com.ua/structure/skr/index_en.php) (Ukrainian manufacturer)

Skyranger yahoo group

<http://groups.yahoo.com/group/skyranger/?v=1&t=search&ch=web&pub=groups&sec=group&slk=1>

French ULM Federation (in French)

[http://www.ffplum.com/Website/site/zonevisiteurs\\_decouvrezulm\\_lessentielen8questions.htm](http://www.ffplum.com/Website/site/zonevisiteurs_decouvrezulm_lessentielen8questions.htm)

#### **A2: The integrative nature of strategy, commercial, industrial and procurement issues in a rapid growth context**

Case: ATR and the dramatic production ramp-up from 12 planes in 2004 to 64 in 2008 and 70 in 2009, with all industrial and supply chain constraints.

Interviews with VPs in charge of industrial issues and procurement.

Presentation about ATR strategy by Mr Mario Formica, VP sales

**Corporate website**

<http://www.atr.fr/>

**A4 The challenge of expatriation**

Stian and Marie Claire live in Iran. Stian is working for a European oil company. The many challenges they face are professional as well as personal. The case is about the experience of young managers' families and the way companies can help or not in providing them with a supportive environment.

**Sources**

Interview with Stian and Marie Claire

Desk research on expatriates in Iran

[http://www.alloexpat.com/iran\\_expats\\_forum/](http://www.alloexpat.com/iran_expats_forum/)

<http://old.expatswoman.com/profiles.php?ID=34&geosplit=Middle%20East>

<http://iranvisitor.blogspot.com/>

**A5 Pet food in Russia: evolving regional distribution model**

Selling pet food in emerging markets implies specific marketing methods as to adapt to the local context. The case should also integrate relationship between the French parent company and its Russian affiliate.

Interview: Marat Ulmasov is Royal Canin regional manager for Russia (south) and possibly (TBC) with Royal Canin international director for Asia.

**Sources**

<http://www.royalcanin.com/>

<http://web.ebscohost.com/> (company profile)

**A6 - Piano aux Jacobins, selling French concerts abroad**

The nature of cultural events supposes specific business models. How to export the "French touch" while selling concerts?

Interview with Mr Pejouan, general manager, PAJ

**Corporate website**

[www.pianojacobins.com](http://www.pianojacobins.com)

<http://www.pianojacobins.com/chine.html>

**Press**

[http://english.peopledaily.com.cn/200512/09/eng20051209\\_226838.html](http://english.peopledaily.com.cn/200512/09/eng20051209_226838.html)

**B7 - Industrial bets in the general aviation industry: New VLA (EU) and LSA (US) standards. How norms and standards impact on product strategy choices: The example of Tecnam (Italy)**

Recent changes in certification rules in Europe and the USA for very light aircrafts make product range decision-making difficult for manufacturers. How to handle development decisions and marketing policies in that context?

**Sources**

[http://www.easa.eu.int/ws\\_prod/index.html](http://www.easa.eu.int/ws_prod/index.html) (European Aviation Safety Agency)

[http://en.wikipedia.org/wiki/EASA\\_CS-VLA](http://en.wikipedia.org/wiki/EASA_CS-VLA)

[http://www.aopa.org/whatsnew/regulatory/sport\\_faq.html](http://www.aopa.org/whatsnew/regulatory/sport_faq.html) (US association)

<http://www.aopa-fr.org/> (French pilot association)

<http://www.aviationbull.com/light-sport-aircraft-comparison> (LSA available on US market)

**Manufacturers**

[http://www.tecnam.com/index\\_en.html](http://www.tecnam.com/index_en.html)

<http://www.zenithair.com/>

<http://www.cessna.com>

Press/communities

<http://www.lightplane.org/index.php>

<http://flylsa.com/>

**Prerequisites:** Any Introduction to strategy class

**Evaluation:** Short industry analysis (30%) and groupwork case writing (70%)

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

communication skills.

## **Bibliography**

Bartlett, Ghoshal & Rugman; *Transnational Management: Text, Cases and Readings in Cross-Border Management*, Fourth edition; Mc. Graw-Hill; 2004. (B&G&B)

E. Raymond Corey, ***Writing Cases and Teaching Notes***, HBS Case, Nov 5, 1998

Eisenhardt, K. M. 1989. Making Fast Strategic Decisions in High-Velocity Environments.

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Eisenhardt, K. M., & Martin, J. A. 2000. Dynamic Capabilities: What Are They? **Strategic Management Journal**, 21(10/11, Special Issue: The Evolution of Firm Capabilities): 1105-1121.

Eisenhardt, K. M., & Zbaracki, M. J. 1992. Strategic Decision Making. **Strategic Management Journal**, 13(Special Issue: Fundamental Themes in Strategy Process Research): 17-37.

Eisenhardt, K. M., Kahwajy, J. L. & Bourgeois L. J. 1997. How Management Teams Can Have a Good Fight, **Harvard Business Review** 77-85.

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Michiel R. Leenders , James A. Erskine , Louise A. Mauffette-Leenders, ***Writing Cases***, 4th Edition, 2001, Ivey

Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. 1999. Exploring the Black Box: An analysis of Work Group Diversity, Conflict, and Performance. **Administrative Science Quarterly**, 44(1): 1-28.

Peng, Mike W. (2006), *Global Strategy*, Thomson – South-Western.

Robert M. Grant, ***Contemporary strategy analysis : Concepts, Techniques, Applications***, Blackwell Publishing, 2007, chapters 3-5.

Saunders M., Lewis P. & Thornhill A. (2007), *Research Methods for Business Students*, Prentice Hall.

Thietart R.A. et al. (2001), *Doing Management Research*, Sage Publications.

## Module 2 : Visiting Strategy Professor class

### **A Value Creation Perspective towards the contemporary Business Enterprise - Structuring debates around CSR and SD from an organisational, conceptual and strategic viewpoint.**

#### **Introduction**

Our society is in transition. The nation-state concept is gradually and sometimes brutally 'replaced' by a open (global) society for which we have to find new rules, institutions and concepts. CSR and SD point at an emerging yet massive societal movement questioning the nature and distribution of value creation of the business enterprise. The implicit challenge is to create - sometimes conflicting - multiple values for various stakeholders simultaneously in a balanced way. They are seen here as organisational challenges. This fundamentally questions the way the enterprise organises it's value creation: for whom, how and at what costs. Realising CSR or SD is not just a matter of 'doing more with less' (eco-efficiency). It implies rethinking and acting upon a configuration of values that create a vision - a worldview - about the role and responsibilities of a company in a society in transition. It is relevant to explore how companies perceive and organise this challenge at present. This is materialised by looking at conceptual models and strategies being deployed at present around the world.

#### **Multiple Value Creation**

The key of the contemporary business enterprise is multiple value creation for different stakeholders. Value creation can be tangible (things) and intangible (services) - or a mixture of both. Although this perspective has been around for quite a while, for many organisations and managers this still requires a (rather radical) new way of thinking, new organisational concepts and strategies, new forms of dialogue, of interaction and collaboration. An 'organisation' can be defined as a deliberately created social artefact that thrives on relationships 'blending' into a nexus of contacts and contracts - social, economical, emotional, environmental etc. Stakeholders (old and new) are the 'building blocks' in this nexus of relationships and contracts. Organising and managing depends on how you conceptualise an organisation and how this is being strategised and deployed in policies, plans and actions.

#### **Strategies & Models**

Strategy is about making intentional choices leading to value creation. If done well it is translated into a deliberate and consistent set of activities based on decisions within an overarching 'vision' ("worldview") leading to a management model. Strategies and models should be aligned in the light of multiple value creation for different stakeholders. The term 'management model' describes a broad range of informal and formal constructs that are used by organisations to represent various (functional, social and emotional) aspects of a business, such as operational processes, organizational structures, and financial forecasts. Models are contingent inventions illustrating a range of interrelated properties and postulating specific (causal) relationships considered to be important given a specific phenomenon. They have a 'fit for purpose' character; as such they are intelligent disposables (adopted from Rüegg-Stürm, 2005 and Jonker and Pennink, 2007). A model is by definition a representation of something else, something that is not – or cannot be - present or is not tangible. It is "a set of basic assumptions or fundamental principles of intellectual origin from which discussion and actions can proceed" (Popper, 1994). Although the existence of management models within the business community is apparent, scholarly academic research on the nature and function of these models is scarce. Given the absence of more fundamental research the ontological and epistemological status of the concept of management models remains unclear.

#### **Learning objectives**

In this course students are made familiar with:

- Developments around the contemporary business enterprise (in particular CSR & SD)
- The notion of multiple value creation and of stakeholders
- The role and nature of strategy and alignment
- The role and nature of management models

#### **Assignment**

Models (and each collection of models) can be analysed in different ways (see provided articles).

Please remember: before starting you need to discuss HOW you will divide the work and later bring it all together again (division of tasks and coordination). The assignment is:

- To select a central theme for the selection, description and analysis of management models (see provided list)
- Each member in a team will describe two models according to the provided format.
- All descriptions are collected (on paper and digital)
- Each team will then write one reflective essay about 'their' models of about 3.500 words in English.
- The essay should contain a theoretical and practical elaboration of a chosen aspect.

**Prerequisites:** methodological part

**Evaluation :** Essay

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

N° I.D. <b>MGT2106</b>	Course Title <b>Comparative Accounting and Auditing</b>	ECTS <b>5</b>  H CM <b>36</b> H TD
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Course convenor : **Jennifer BOUTANT**

### **Course description**

This course is an introduction to financial accounting and auditing with an international perspective. Its aim is to provide students a framework to understand both accounting information and process of financial statements disclosure and auditing in an international context. It is designed with the assumption that the knowledge of a unique system (the US, the UK or the French one) is not sufficient. The purpose of the course is also to increase students' awareness of international divergence of accounting and auditing practices as well as their consequences in term of harmonization. This course is composed of two parts, one on financial accounting and another on auditing.

### **Learning objectives**

Upon completion of this course, the student will be able to understand accounting and auditing process in order to be able to read and analyse properly financial information provided in annual reports. In accordance with this general purpose, specific learning objectives are assigned to each of the two parts of the course.

#### **After the first part on financial accounting, student will be able to:**

1. Describe and explain the basis of financial information : *define financial accounting, its use, its users, the fundamental accounting principles and the main financial statements*
2. Identify and comment the main component parts of financial statements of an entity: *define items of income statement and balance sheet and assess in using financial ratios the contribution of these items in the performance or in the financial position of an entity.*
3. Deal with the issue of international accounting differences and that of the international accounting harmonization process: *explain the main causes and nature of differences and describe the process of harmonization.*

#### **After the second part on auditing, student will be able to:**

1. Describe and explain the basis of international auditing : *define auditing, its aims, types of audits and auditors, the general auditing principles and quote the standards setters*
2. Understand and appreciate the issues of ethics and independence in an audit mission: *define ethics and independence principles, quote the types of threat to independence and distinguish safeguards for reducing them.*
3. Describe and explain the audit process: *define the main steps of audit process, quote evidence gathering techniques and analyse an audit report.*

### **Contribution of this module to the programme**

The course is designed to prepare students to enter a broad range of functions after graduation. No matter what function the student gets involved in after graduation, working in an organization inevitably involves working with people from different backgrounds and interests. This course focuses on the financial accounting and auditing aspects. It attempts to give students an understanding of financial and auditing data and to provide them the ability to interpret properly information in order to facilitate their decision-making in an international context.

## **Links with companies**

Company cases will be used to illustrate the concepts covered in this course.

## **Course structure**

### **International financial accounting**

#### **Session 1**

- Definition of financial accounting
- Users of financial accounting
- Introduction to the IASB Framework
- Accounting principles
- Assets, liabilities, equity, income and expenses notions
- The accounting process and the accounting equation

#### **Session 2**

- Illustration and exercises
- The financial statements (income statement and balance sheet)

#### **Session 3**

- The group accounting (consolidated accounts)
- Examples and exercises

#### **Session 4**

- Introduction to financial analysis (ratio analysis)

#### **Session 5**

- Case study

#### **Session 6**

- Causes and nature of international accounting differences
- The international harmonization
- Readings and discussion

### **International auditing**

#### **Session 7**

- Definition of audit
- Functions of auditing
- Types of audits and auditors
- Introduction to the international auditing framework

#### **Session 8**

- The issues of ethics and independence
- Threats to independence
- Safeguards
- Exercises

#### **Session 9**

- 4 phases of auditing process
- Evidence gathering techniques
- Audit report
- Illustrations

#### **Session 10**

- Readings and discussion on Accounting and Auditing Scandals

#### **Session 11**

- Readings and discussion on Accounting and Auditing Scandals

#### **Session 12**

Oral group presentations

**Prerequisites** : As this is an introductory course, no pre-requisites are required.

**Evaluation:**

The course will be primarily discussion oriented. The success of the class depends on students' contributions in the form of comments and questions. Teaching methods include:

- Lecture
- In-class cases, exercises, quizzes
- Discussions of readings and handouts
- Student presentations

Each student will be evaluated on their individual and group performances in each of the following components:

- |  |      |
|--|------|
| 1. Group presentation (an oral presentation with a written report) | 30 % |
| 2. Final individual exam   | 70 % |

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

### **Group Presentation**

Students will form small groups (3 or 4 students per group), taking into account differences such as programme, gender and nationalities. Each group will choose freely a firm to study (a foreign one with an international activity). Each one will in charge to collect its accounting and auditing information, essentially from the annual reports or the institutional website of the entity. Each group will present the firm, its group and its environment. Then, each one will analyse its accounting figures and audit report in order to express an opinion on the performance and the financial situation of the entity. The group has several weeks to prepare a written report and an oral presentation.

The purpose of the group presentation is

- To work in-depth and autonomous on a real business case. Students will perform analysis of financial and auditing information. For that, they will select the more significant information and use the tools provided in class. Their findings have to be presented through a synthetic and clear written report and oral presentation.
- To observe and practice the principles of teamwork and group dynamics. To enhance the learning process, each group will assess their own work as well as the work of other groups.

Each presentation should last 15 minutes, followed by few minutes question-answer session.

**Overshooting the time-limit or not using the time effectively will be negatively perceived and marks will be lost.** The oral presentation will be graded and feedback on the performance of the group will be given to them immediately after the presentation.

The final grade for the group work will be determined after examination by the professor of the written report. Each one accounts for half of the grade (50% oral presentation / 50% written report). The written report will be given the same day that the oral presentation. Penalties for late written report will be computed (20 % up to 24 hours, 50 % between 24 – 48 hours, 0 (zero) more than 48 hours).

It should be noted that generally speaking, the entire group will get the same grade. Yet, if the professor finds that one or more particular student/s has demonstrated better skills and depth than the others, the professor holds the right to give him/her a better grade than the rest of the group. The same holds true if a certain student is found to be shunning his/ her responsibilities and depending on the group to cover up for him/ her.

### **Final individual exam**

The final examination will carry 70% weight in the final grade. The final exam will **NOT** be an "Open book exam". The exam is composed of several parts: a quiz, questions about course notions and a discussion from readings.

## **Literature**

### **Accounting aspects**

#### Main references

- D. Alexander, C Nobes, Financial accounting: an international introduction, Prentice Hall, 2004.
- C. Nobes, R. Parker, Comparative international accounting, Prentice Hall, 2006

#### Additional references

- L.M. Fraser, A. Ormiston, Understanding financial statements, Pearson Prentice Hall, 2007
- H. Stolowy, M. Lebas, Financial accounting and reporting : a global perspective, Thomson, 2006

### **Auditing aspects**

#### Main reference

- R. Hayes, R. Dassen, A. Schilder, P. Wallage, Principles of Auditing : an introduction to international standards on Auditing, Prentice Hall, 2005

#### Additional references

- B. Soltani, Auditing: an international approach, Prentice Hall, 2007
- IFAC, Handbook of international auditing, assurance and ethics pronouncements, 2008, <http://www.ifac.org/>

### **Glossary of accounting and auditing terms**

- F. Saxcé, Accounting, tax and financial dictionary: French-English / English-French, Cabinet Saxcé, 2007
- E. Zgradic-Zirnhelt, Glossary of accounting and financial terms, La maison du dictionnaire, 2006

N° I.D. <b>MGT2107</b>	Course Title <b>International finance and risk management</b>	ECTS <b>5</b>  H CM <b>45</b> H TD
Course convenors: <b>Sébastien POUGET, Thomas LEAUTIER</b>		
<b>Module 1: International Finance – Sébastien POUGET</b>		
<p><b>Course outline</b></p> <p>This course discusses investment decisions (for example, project selection) in a global framework. These decisions are at the core of finance and concern all the managers of a firm. It entails understanding the concepts of value, return and risk. The objective of the course is to develop the tools necessary for financial decisions in an international perspective. The material will be reviewed through class lectures and discussions as well as through case studies and simulations.</p> <p><b>Course structure</b></p> <p>I - Introduction</p> <ul style="list-style-type: none"> <li>- Background</li> <li>- The role of the financial manager</li> <li>- The role of financial markets</li> <li>- The role of financial intermediaries</li> <li>- Why should we care about finance?</li> <li>- What are we going to do?</li> </ul> <p>II – Value and the Cost of Capital</p> <ul style="list-style-type: none"> <li>- How value relates to NPV</li> <li>- NPV is the appropriate criteria?</li> <li>- Case study on International Capital budgeting: Pan-Europa Food</li> </ul> <p>III – Financial Markets</p> <ul style="list-style-type: none"> <li>- Financial Markets Simulation</li> <li>- Debriefing of the simulation</li> <li>- Winner’s curse</li> <li>- Derivatives instruments</li> </ul> <p>- Case study on Currency Risk Management: Lufthansa</p>		
<b>Prerequisites</b>		
<p><b>Evaluation</b></p> <p>Exam</p> <p>Please note that the mark given will also take into account students’oral and written communication skills.</p>		
<p><b>Bibliography</b></p> <p>Brealey and Myers, <i>Principles of Corporate Finance</i>, Mc Graw Hill, Sixth Edition.  Zvi Bodie, Alex Kane, and Alan Marcus, <i>Investments</i>, Irwin.  Bruno Solnik and Dennis McLeavey, <i>International Investments</i>, Pearson.</p>		

## Module 2: Value creation from risk management – Thomas Léautier

### Course outline

While there have been significant advances in the theory and practices of corporate risk management, most firms still have an imperfect view of risk management's contribution to value creation. As a result, many firms use risk management only as a defensive tool, and do not capture the full value-creation potential.

This course aims to present state-of-the-art risk management techniques and practices, with particular emphasis on value creation. It covers both theoretical results as well as practical approaches. For this reason, it includes a practical project.

1. Theoretical bases: how does risk management create value?
2. Risk management practices: what do companies do?
3. Risk measurement
4. Risk management strategy: which hedging/equity mix for which companies?

### Intended learning outcomes

Understanding of contribution of risk management to corporate profitability  
Familiarity with key practices and concepts (eg, Enterprise Risk Management, Value-at-Risk, foreign exchange derivatives)  
Ability to identify and discuss key risks in a project

### Course structure

Lectures and in-class exercises

### Prerequisites

None

### Evaluation (including grading system)

Team project (100% of final grade)

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

### Bibliography

- Léautier, T.-O., Corporate Risk Management for Value Creation, Risk Books, London, 2007, Chapters 1 to 4
- Culp, C., 2002, The revolution in corporate risk management: a decade of innovations and products, Journal of Applied Corporate Finance vol. 14, No. 4, 8-26, chapter 1
- Tirole, J., The Theory of Corporate Finance, Princeton University Press, 2006, Chapters 1 to 5
- Merton, R. C., You have more capital than you think, November 2005, Harvard Business Review
- Hausalter, G. D., 2000, Financing policy, basis risk, and corporate hedging: evidence from oil and gas producers, The Journal of Finance, vol. 55, No. 1, 107-152.
- Geczy C., B. A. Minton, and C. Schrand, 1997, Why firms use currency derivatives, The Journal of Finance, Vol. 52, No. 4.

- Hulme, R., The risk management revolution, HBR and McKinsey Working Paper, 2008

N° I.D. <b>M2 UE8</b>	<b>Company project</b>	ECTS 11 H CM 42 H TD
Course convenor: <b>Ludovic Cailluet</b>		
<p><b>Course outline</b>  Companies wishing to solve a managerial problem can enter into a client-vendor relationship with the school. No fee is involved, however the company has to provide a detailed specification bill including timetable, deliverables and resource provided.  Small groups of students (3-5) will contribute to the solution of the problem or to undertake the study of a relevant issue for a company. Quality control of the project is undertaken by a professor specialized in the field (organization, strategy, HRM, marketing....  When applying concepts taught during courses in different fields (marketing, organisation, ...) students tackle real business issues.</p> <p><u>Examples of previous missions</u></p> <ul style="list-style-type: none"> <li>▪1 For the finance directorate of a pharmaceutical company, a management tool had to be designed to help with decision making in brand launch in new foreign markets, and to optimise profitability of already established brands in international markets. The tool has to be developed on MS Excel to provide easy and user-friendly access to information to brand operatives, controller and analysts and to subsidiary employees.</li> <li>▪2 The market of a product X is studied around the world. The project will be focused on all producers of product X and most especially in China and Japan.</li> </ul> <p><u>Project Specific Objectives</u></p> <ul style="list-style-type: none"> <li>▪1 Identify the different types of product X in this market.</li> <li>▪2 Identify the market size and potential of product X in total.</li> <li>▪3 Identify market prices, values, forces, trends and major players.</li> </ul>		
<b>Prerequisites:</b> na		
<p><b>Evaluation:</b>  Deliverables depend on the nature of the company request: written paper, oral presentation, The grade is given after evaluation by a professor in charge of each group according to:</p> <ol style="list-style-type: none"> <li>1. Overall quality of the deliverables.</li> <li>2. Group work process (leadership, smoothness, work division).</li> <li>3. Project planning and management.</li> </ol> <p>Client satisfaction as measured by a project evaluation form.</p> <p>Please note that the mark given will also take into account students'oral and written communication skills.</p>		
<b>Literature:</b> na		

MGT2109 - UE9	<b>Internship, Master's thesis and personal development</b>	ECTS 14 H CM H TD 70
Course convenor: <b>Ludovic Cailluet</b>		
<p><b>Internship and Master's thesis (Ludovic Cailluet)</b></p> <p>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 6 months.</p> <p>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>Personal development and the companies (Alain Faivre-Dupaigre)</b></p> <ul style="list-style-type: none"> <li>- Why companies get involved in personal development.</li> <li>- Expertise and interpersonal skills.</li> <li>- Interpersonal skills and career successes.</li> <li>- Causes and costs of dysfunctions for the company: examples.</li> <li>- Taking over a new CEO position: challenges and success rates.</li> <li>- Talking of the art of "managing".</li> <li>- Personal development and education today.</li> </ul>		
<p><b>Personal development - Career plan (Sophie Gabriac)</b></p> <p>1 - Who am I and what can I do? Identification of students' wishes and capabilities through:</p> <ul style="list-style-type: none"> <li>- Competencies</li> <li>- Motivating factors (values)</li> <li>- Personality profiles: Language and Behaviour (LAB)</li> </ul> <p>2 - Possible career paths Research and presentation made by the students: by groups of three or four, investigation of a career-type (i.e. technical manager, business development etc.) and presentation of the results to the rest of the group in 15 min.</p> <p>3 - Goals and strategy Based on the knowledge of their competencies, values and personalities, as well as the different types of career available, professional goals will be identified, a strategy to success developed and a plan established.</p>		
<p><b>Interview Training (Pierre Méret)</b></p> <ol style="list-style-type: none"> <li>1. CV</li> <li>2. Motivation letter</li> <li>3. Interview</li> </ol>		

**Prerequisites:** na

**Evaluation:**

1. a report (40/50 pages)

2. an oral presentation of the internship

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

**Literature:** na

## Research and Master's Dissertation

In the second year of the Master (M2), students can choose to follow a **research track**. In this case, they will not attend the courses in “International Human Resources Management”, “Comparative Accounting and Auditing” and “International Finance”. Instead, they will follow three courses in French “Protocole de recherche”, “Méthode de recherche” and “Théorie des organisations”.

Furthermore, these students will not complete the traineeship but will have to write a **Master's dissertation**.

The subsequent enrolment in a **doctoral thesis (3-year degree)** is submitted to :

- the successful completion of the research courses
- the validation of the doctoral project by a supervising professor

N° I.D. M2 UE 9	<b>Mémoire de recherche</b>	ECTS 14 H CM H TD 30
Course convenor: <b>Hervé Penan</b>		
<b>Course outline</b> L'étudiant définit en fin de premier semestre ou au début de second semestre universitaire, un thème de recherche en concertation avec un enseignant chercheur de la formation. Son travail donnera lieu à la rédaction d'un mémoire de recherche et d'une soutenance devant un jury. Le mémoire de recherche doit montrer les capacités de l'étudiant à maîtriser la littérature académique, à proposer une problématique ayant une densité théorique suffisante et une application managériale avérée. Le travail devra aboutir à la présentation d'un modèle de recherche, le mémoire étant considéré comme un préalable à un travail de thèse..		
<b>Prerequisites:</b>		
<b>Evaluation:</b> <ul style="list-style-type: none"><li>- Mémoire de recherche</li><li>- Soutenance orale</li></ul>		
<b>Literature:</b> <ul style="list-style-type: none"><li>- Ramos-Rodriguez A-R, Navarro JL. 2004. Changes in the intellectual structure of strategic management research: a bibliometric study of the <i>Strategic Management Journal</i>, 1980-2000. <i>Strategic Management Journal</i> 25: 981-1004</li><li>- Thiétart, R.A. et al. (1999). <i>Méthodes de Recherche en Management</i>. Paris : Dunod.</li><li>- Wacheux, F. (1996). <i>Méthodes qualitatives et recherche en gestion</i>. Paris : Economica.</li><li>- Références de l'ensemble des UE du parcours recherche</li></ul>		

<b>M2 UE 10</b>	<b>Protocole de recherche</b>	<b>ECTS 7</b> <b>H CM 24</b>
<p><b>Responsable du Cours</b> : Monsieur Hervé PENAN, Professeur des Universités</p>		
<p><b>Contenu pédagogique :</b></p> <p>L'objectif de l'exercice est d'analyser en profondeur un article scientifique en stratégie. Il s'agit tout d'abord de présenter les notions centrales de l'article, son cadre théorique de référence, la problématique proposée, le modèle d'analyse utilisé, le terrain mobilisé, les résultats obtenus et la discussion des résultats telle qu'elle est présentée par l'auteur. Il s'agit également de choisir un article cité par l'auteur, de l'analyser et de faire apparaître le lien entre l'article citant et l'article cité. Le travail donne lieu à la rédaction d'un document et à une soutenance orale.</p>		
<p><b>Pré-requis</b> : Aucun</p>		
<p><b>Evaluation :</b></p> <p>Analyse d'articles sur proposition du responsable du cours. Soutenance orale.</p>		
<p><b>Bibliographie indicative :</b></p> <p>Aucune.</p>		

**Responsable du Cours** : Monsieur Christian VANDENBERGHE, Professeur Associé

### Objectif pédagogique

- Maîtrise de la démarche de construction d'une recherche quantitative en sciences sociales incluant le cadre théorique, la mise au point des instruments, l'analyse de données, et les tests d'hypothèses
- Développer une compréhension fine des différents aspects de l'analyse quantitative de données : analyses factorielles exploratoires et confirmatoires, analyses de régression, tests de médiation et de modération, et analyse d'équations structurelles.
- Etre capable de déterminer les apports et contributions d'une étude à la littérature

### Evaluation :

- Analyse scientifique d'un article empirique sur base des critères d'évaluation d'une recherche quantitative examinés lors du cours

### Bibliographie

1. Kraimer, M.L., Wayne, S.J., Liden, R.C., & Sparrowe, R.T. (2005). [The role of job security in understanding the relationship between employees' perceptions of temporary workers and employees' performance](#). *Journal of Applied Psychology*, 90, 389-398.
2. Begley, T., & Lee, C. (2005). [The role of negative affectivity in pay-at-risk reactions: A longitudinal study](#). *Journal of Applied Psychology*, 90, 382-388.
3. Griffeth, R.W., Steel, R.P., Allen, D.G., & Bryan, N. (2005). The development of a multidimensional measure of job market cognitions: The employment opportunity index (EOI). *Journal of Applied Psychology*, 90, 335-349.
4. Schwab, D.P. (1980). Construct validity in organizational behaviour. In Staw, B. & Cummings, L.L. (Eds.), *Research in Organizational Behavior* (Vol. 2, pp. 3-43). Greenwich, CT: JAI Press.
5. Pillai, R., Schriesheim, C.A., & Williams, E.S. (1999). [Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-sample study](#). *Journal of Management*, 25, 897-933.
6. Goodman, J.S., & Blum, T.C. (1996). [Assessing the non-random sampling effects of subject attrition in longitudinal research](#). *Journal of Management*, 22, 627-652.
7. Podsakoff, P.M., & Organ, D.W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, 12, 531-544.
8. Snape, E., & Redman, T. (2003). An evaluation of a three-component model of occupational commitment: Dimensionality and consequences among United Kingdom human resource management specialists. *Journal of Applied Psychology*, 88, 152-159.
9. Aguinis, H. (2002). [Estimation of interaction effects in organization studies](#). *Organizational Research Methods*, 5, 207-211.
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**M2 UE 11**

**Méthodes de recherche**

**ECTS 7**  
**H CM 51**

**Responsable du Cours** : Madame Sandrine CASANOVA, Maître de Conférences

### **Objectif pédagogique**

- Renforcer les outils de statistique inférentielle par l'étude des tests paramétriques et non paramétriques,
- Approfondir le modèle de régression linéaire (corrélation partielle, choix du meilleur modèle, problèmes de multicollinéarité, observations influentes et aberrantes, vérification des hypothèses)
- Comparer les moyennes d'une variable dépendante dans différentes populations à l'aide de l'analyse de variance
- prédire les valeurs prises par une variable catégorielle, le plus souvent binaire, à partir de variables explicatives continues à l'aide de la régression logistique.

### **Evaluation :**

Une étude de cas analysée en groupe

### **Bibliographie**

"Tests non paramétriques avec application à l'économie et à la gestion", Georges PUPION, Pierre-Charles PUPION, ED ECONOMICA 1998, Collection Statistique Mathématique et Probabilités  
« Analyse de données avec SPSS », Manu Carricano, Fanny Pujol, ED Pearson Education France 2008, collection Synthex  
« Statistique pour économistes et gestionnaires, Brigitte Tribout, ED Pearson Education France 2007  
"Statistique appliquée à la gestion", Vincent GIARD, ED ECONOMICA 2003, Collection Gestion  
« Statistique~: méthodes pour décrire, expliquer et prévoir », Michel TENENHAUS, ED DUNOD 2007  
"Econométrie", William GREENE, ED PEARSON EDUCATION 2005.

• <b>M2 UE 12</b>	<b>Théorie des organisations</b>	ECTS 4 H CM 21
<p><b>Responsable du Cours</b> : Monsieur Assaâd El Akremi, Maître de Conférences ; Madame Hélène DELACOUR, Maître de Conférences ; Monsieur Sébastien LIARTE, Maître de Conférences.</p>		

### Objectif pédagogique

Les objectifs du cours sont de présenter les éléments fondamentaux d'une compréhension des modes et des principes d'organisation dans les entreprises dans sa diversité et sa complexité. Les principales approches théoriques sont présentées et analysées en les confrontant à des articles de recherche publiés dans des revues classées par le CNRS.

Le but est de développer auprès des étudiants en Master 2 Recherche, une maîtrise des concepts fondateurs en théorie des organisations, et un recul critique leur permettant d'exploiter ces concepts dans leurs recherches futures.

### Contenu

- Une approche politique de l'organisation : pouvoir, agence et gouvernance
- Une approche psychosociale de l'organisation : groupe, motivation et leadership
- Une approche contingente de l'organisation : configurations, écologie et adaptation
- Une approche néo-institutionnaliste de l'organisation : isomorphisme et légitimité
- Une approche postmoderne de l'organisation : la déconstruction critique ?

### Pré-requis

La connaissance des bases des théories des organisations (écoles classiques, écoles des relations humaines) est souhaitable, même si ces bases seront rappelées progressivement dans le cours.

### Bibliographie

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- Livian, YF (2008). Organisation : théories et pratiques, 4<sup>ème</sup> édition, Paris, Dunod.
- Boyer, L & Equilbey, N. (2003). Organisation : théories et applications, Paris, Ed. Organisation

### Evaluation :

### Bibliographie