INSTITUT D'ADMINISTRATION DES ENTREPRISES

UNIVERSITÉ TOULOUSE 1
INSTITUT D'ADMINISTRATION DES ENTREPRISES

MASTER MANAGEMENT INTERNATIONAL
1ÈRE ANNÉE
2011-2012

RESPONSABLE PÉDAGOGIQUES
AUDREY ROUZIÈS

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, 24h TD)
- UE 2 Corporate strategy (5 ects, 21h CM, 21h TD)
- UE 3 Quantitative data 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 leadership (5 ects, 24h CM, 21hTD)
- UE 9 International management and strategy (5 ects, 24hCM, 18hTD)
- UE 10 International company law (5 ects, 33h CM)
- UE 11 Internship, dissertation, company project and conferences (10 ects, 15h CM, 70hTD)

A 3 months internship has to be completed along with a report.

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 the GMAT or TAGE/MAGE exam. 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 and 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:
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 :

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

MGT11E01	Course title **Management information system**	ECTS 5 H CM 21 H TD 24

Course instructor: **Sylvie Doutre –** Course assistant: **Rémi Cazabet and Frédéric Moisan**

<u>Intended Learning Outcomes (ILO)</u>

Learning objectives
Upon completion of this course, the students will be able to be well-informed interlocutors for the design of computerized information systems in their company. They will have an overview of management information systems, and an in depth view of one of their main issues: data management.

Learning outcomes
By the end of the module students will be able to:
- Understand what a management information system is
- Design and query a database within the framework of a precise activity
- Control the essential functions of a database management system

Contribution of this module to programme
Whatever function the student gets involved in after graduation, working in an organization involves working with a computerized information system

Course description

This course is an introduction to Management Information Systems (MIS) and to one of their main issues: data management. The first goal is to present MIS and how they can help businesses accomplish their goals and objectives. The second and main goal of this course is to present data management: the essential rules allowing designing a coherent database within the framework of a precise activity, and the query languages which allow you to benefit from these data. Acquired competences must allow the students to be able to design and exploit a database, within the framework of their professional activity, to be interlocutors informed for the design of computerized information systems in their company. The concepts seen in this course are implemented through the DataBase Management System (DBMS) Microsoft Access, which is widespread in the field of micro processing. The students will thus control the essential functions of any DBMS of the market. The basics of Excel will also be introduced in this course to prepare the students to further courses on decision-making and Management Control in M2.

Course outline

I – Management Information Systems
Definition, development and use
Business goals and objectives (e.g. problem solving, decision making)
II – Data management
Database definition and development process
Database design (entity-relationship model, relational model)
Database query (relational algebra, SQL)
Implementation through Microsoft Access DBMS
III – Basics of Excel

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

Prerequisites: Computer basics, office tools

Evaluation

Each student will be evaluated on their individual and group performances in the two following components, with the following weights in the final grade:

1. Group Project 40 %
2. Final exam 60 %

Group Project:
Small groups (2 or 3 students) will be formed. The project is divided into two parts: Part 1 consists in 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.

Bibliography

Kroenke D. M. (ed.) *Using MIS*, Pearson Prentice Hall.
Kenneth C. Laudon and Jane P. Laudon (eds.) *Essentials of Management Information Systems*, Prentice Hall.
Ramakrishnan R. and Gehrke J. (eds.) *Database Management Systems*, McGraw-Hill Higher Education.

MGT11E02	Course title **Corporate Strategy**	ECTS 5 H CM 21 H TD 21

Course instructor**: Audrey ROUZIES**

Intended Learning Outcomes (ILO)

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

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

Managerial skills outcomes

- Analytical capacity through case study exercises
- Competitive and business intelligence skills
- Team work and decision making in groups

Course outline

The introduction course is positioned at the beginning of the first year of the master. It is designed for the student to get a holistic vision of corporate strategy.

After this introduction to corporate strategy, during the second semester of the first year, the students will develop a finer-grained knowledge of international strategy in the "International Management and Strategy" course. In the second year of the master, they will again refine their knowledge in strategy in the "Business Intelligence and Strategy" course.

Course structure

The course is organized as presented below. There are 7 lectures associated with 7 tutorial sessions in smaller groups. Every week students follow a lecture class where the main concepts are presented during 3 hours. During the lecture classes, students' participation is encouraged to facilitate a co-construction of the course.
Then, the students "implement" the concepts seen in class with case studies in tutorial sessions. The students form groups of 3 to 5 taking into account the diversity of the class (nationality, gender, skills). Before the tutorial, the students have to read the case study, then, during the tutorial all the students answer some questions and write a report (as a group). One group per session speaks in front of the rest of the class. To enhance the students' flexibility and their capacity to adapt to changing rules, during every session, one group performs an oral presentation or leads a debate between the groups, or synthesizes information that they gathered from the others groups...In every document that they deliver, student are asked give their opinion and defend it in a convincing way. Students are evaluated on their capacity to express themselves, support their opinions effectively and convince an audience.

Introduction (Session 1)
- What is strategy?
- Understanding the Strategic Process (diagnosis, decision, implementation)

Part I – The strategic position
- The environment: external analysis (Session 2)
- Strategic Capability: internal analysis (Session 3)

Part II - Strategic choices
- Business level strategy (Session 4)

- Corporate level strategy (Session 5)

Part III – Strategy into action
- Organising for success: strategy and structure (Session 6)
- Enabling success: strategic development processes (Session 7)

Case presentation grading system

The case studies used in class are not presented in the syllabus because they change every year.

Synthesis (25%)
Clear introduction of the topic chosen and clearly stated and defended position.
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

Prerequisite : none

Evaluation:

- Case study report and oral presentation (40%)
- Final written exam of 3 hours (60%)

See Case presentation grading system

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

References

Textbook

- Johnson, G., Scholes, H. & Whittington, R. (2011) Exploring Corporate Strategy, 9th edition, Pearson International Education.

Complementary references

- Barney, J. and Hesterly, W. (2008) Strategic Management and Competitive Advantage, 2nd edition, Pentice Hall.
- David, F. (2007) Strategic Management, Concepts and Cases, 12th edition, Pearson International Education.

MGT11E03	Course Title **Quantitative data analysis**	ECTS 5 H CM 21 H TD 30

Course instructor: **Laurent BERTRANDIAS –** Course assistant: **Leila EL GAAIED**

<u>Intended Learning Outcomes (ILO)</u>

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, graduates should be able to choose the appropriate statistical technique in order to analyse different quantitative problems. They will be able to run the statistical analysis with 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 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).

Course structure

Part I : Descriptive statistics and bi-variable 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 hours (70%)

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	Course Title **Finance**	ECTS 5 H CM 30 H TD 21

MODULE 1 - Course instructor**: Alexander GUEMBEL** – Course assistant: **Najma AZMAT**

Intended Learning Outcomes (ILO)

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 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 group tutorials (21 hours)

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: Tutorial classes (30%) Final written exam of 2 hours (70%)

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*, 9th edition, New York: McGraw-Hill.
Stafford, E., A. Chao and K.S. Luchs, 2001, *Ocean Carriers Case Study*, Boston: Harvard Business Publishing.

MODULE 2 - Course instructor: Anne-Marie Verdier (9 hours)

Intended Learning Outcomes (ILO)

After this course, student should be able to:

- Describe and explain the basis of financial information : *define financial accounting, its use, its users, the fundamental accounting principles and the main financial statements*
- Identify the main component parts of financial statements : *define items of income statement and balance sheet*
- Understand the process of consolidating accounts : *explain the principles and the techniques of consolidation*

Contribution of this module to the programme

The course is positioned at the beginning of the first year of the master. It is intended to prepare students not only to the Finance course in the first year of the master but also to the Comparative Accounting and Auditing course in the second year of the master.

Working in an organization inevitably involves working with people from different backgrounds and interests. This course is designed with the assumption that the knowledge of accounting language is essential for any functions of the management of organizations. It attempts to give students an understanding of accounting and financial data so as to be able to communicate with accountants, auditors or any financial specialists within a group.

Course description

This course is an introduction to international accounting. Its aim is to provide students a wide view of consolidated financial information in an international perspective. The course emphasizes the conceptual framework of the International Accounting Standards Board (IASB) and provides students bases of financial and accounting statements for groups.

Teaching methods

During this course, the main teaching methods include:
- Lecture
- In-class cases, exercises, quizzes

Course outline

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 main principles)
- Examples and exercises

Pre-requisite

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

Bibliography and learning resources

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

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.

MGT11E05	Course Title **Managing Innovation**	ECTS 5 H CM 42 H TD

Course instructor: **Eric Jolivet**

<u>Intended Learning Outcomes (ILO)</u>

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 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.

Course structure

<u>Lectures</u>

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

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	Course Title **Comparative Business History**	ECTS 5 H CM 36 H TD

Course instructor: **Ludovic CAILLUET**

<u>Intended Learning Outcomes (ILO)</u>

After this course, students should be able to:

- Put in long term perspectives business related issues
- Understand and integrate the role of national and corporate history for managers
- Evaluate and integrate in their analysis the role of institutions surrounding companies
- Understand the complexity of the environment of corporations, the role of individuals and the motivation of actors
- Understand the origins and the evolution of management practices and tools and the national differences
- Develop an understanding of the role of entrepreneurs in the globalization phenomenon

Managerial skills outcomes

- Analytical capacity through case study exercises and the use of historical sources
- Train in conducting collective discussion and debating issues
- Oral presentation skills including answering questions and managing interruptions and time keeping
- Develop powerpoint presentation design and layout for optimum communication to an audience of 30

Link to the programme

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.

Course outline

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.
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).

Visiting professors are invited every year to give conferences integrated in the courses

Course structure (lectures + presentation sessions)

Introduction

- Why history matters to managers?
- History and methodology (written and oral sources, archives)
- Illustrative cases : McKinsey and Total's restructuring in the 1960s ; Renault in the USA since the 1950s.

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
- Zaïbatsu, 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 gloobalization 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 of 3 hours– 70%

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 **Marketing**	ECTS 5 H CM 30 H TD 21

Course instructor : **Lars Meyer-Waarden**

Intended Learning Outcomes (ILO)

Acquire basic knowledge in marketing and give a practical guide for the development of efficient integrated marketing strategies.
The course is enriched by case studies resolved by students. The case exercises require the student to analyze the marketing objectives, to apply marketing concepts and tools. They will therefore be able to:

- Analyse and develop efficient marketing strategies
- Understand the changing nature of the trading environment
- Use a variety of quantitative marketing decision tools
- Identify information sources for marketing
- Develop suitable approaches for segmenting, targeting and entering markets & realise customer segmentations
- Develop tactical plans using the elements of the marketing mix.
- Construct a marketing plan

Course outline

- A definition of marketing
- Strategic Marketing
  - Strategic market analysis
  - Market demand and trend analysis
- Consumer Behavior & Marketing Research
- Segmentation, Targeting & Positioning
- The marketing mix
  - Product Policy
    - Innovation and new product decisions
    - Building successful brands
  - Pricing Policy
    - Pricing decisions
    - Pricing strategies
  - Advertising and Communication Policy
    - Different mediums and supports of communication
    - Budget determination
  - Channel Policy
    - Roles of channels
    - Designing distribution channels
    - Managing distribution channels
    - Channel evolution

Teaching Methods and course format

Theoretical knowledge illustrated by lots of examples.

Prerequisites

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.

Evaluation

- Case study report and oral presentation (40%)
- Final written exam of 2 hours (60%)

Literature

- Armstrong & Kotler (2011), Principles of Marketing
- Kotler P. & Keller (2010), Marketing Management
- Meyer-Waarden L. (2004),
- Meyer-Waarden L. (2010),

MGT11E08	Course Title **Organisational theory and leadership**	ECTS 5 H CM 24 H TD 21

Course convenor : **Audrey ROUZIES**

Intended Learning Outcomes (ILO)

Upon completion of the course the student shall be able:

- To describe and apply organizational theories in order to describe and understand the diverse organizations they will face,
- To critically analyze the organizations of labor and to carry out improvements,
- To understand the impact of individuals, groups and structure on organizational efficiency.
- To deal with conflicts, job satisfaction, motivation…
- To understand that effective leadership is a foundation for organizations to achieve goals.
- To understand the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors.

Managerial skills outcomes

- Analytical capacity through academic articles analysis
- Train in conducting collective discussion and managing conflict through role play
- Oral presentation skills including answering questions and managing interruptions and time keeping

Course outline

This course aims to prepare the students for understanding what are organizations, why they exist, how they are structured, and to focus on individuals and groups organizational behavior, in order to give students some guidelines for managing people in several organizational contexts.

The course is arranged in two main parts: Organizational Theory (1) and Organizational Behavior (2).
The first part’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.
The second part focuses on individuals and groups organizational behavior. It is designed as an introduction to various organizational situations or problems that managers may face.

Course structure

The course is organized as presented below.

- What is an organization? Different perspectives on organization theories. (Session 1)
- The traditional conceptions of organizations (Session 1)
- Scientific management (Session 2)
  - The concept of bureaucracy
  - Organizational culture
- Power and politics in Organizations (Session 3)
- Motivation (Session 4)
- Leadership (Session 5)
- Managing emotions and moods at work (Session 6)

- Organizational Change and Stress Management (Session 7)

There are 7 sessions of lectures associated with 7 sessions of tutorials in smaller groups. Every week students follow a lecture class where the main concepts are presented during 3 hours. During the lecture classes, students' participation is encouraged to facilitate a co-construction of the course.
Then, the students can "implement" the concepts seen in class with case studies in tutorials sessions. The students will form groups of 3 to 5 taking into account the diversity of the class (nationality, gender, skills). During the tutorial, the format of the exercise will change from one session to another. Consequently at the end of the course, the student will have worked on:

- Case studies
- Role plays
- Academic articles

Case studies and role plays are designed for the student to understand and find solutions to organizational situations that they may face as future manager. Academic articles are used to familiarize the student with a literature that they may have to refer to as manager.

Whatever the format (case study, role play academic article), in every document that they deliver or in every oral presentation they make, students are evaluated on their capacity to express themselves, support their opinions effectively and convince an audience.

Evaluation

- Final written exam of 3 hours (70 % of the final grade),
- Case studies, participation in class and academic article presentations (30 % of the final grade).

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

Bibliography

Handbooks

- Stephen, P. Robbins and Timothy, A. (2009). Organizational behavior, 13th ed. Pearson International Edition.
- Gareth Jones. (2009). Organizational Theory, Design and Change, 6th ed., Pearson Edition.
- Gareth Morgan. (1989). Creative Organizational Theory, A resource book, Sage.
- Greenberg, J., and Baron, RA. (2003). Behavior in Organizations, NY: Prentice Hall.

Journals

- Journal of Organizational Behavior
- Journal of Management
- Human Resource Management Journal
- Human Relations

MGT11E09	Course Title **International management & strategy**	ECTS 5 H CM 24 H TD 18

Course instructor: **Kathrin SELE**

<u>Intended Learning Outcomes (ILO)</u>

After this course, students should be able to:
- Understand major issues faced by companies developing international strategies
- Evaluate and choose various modes of entry in foreign markets
- Analyse threats and opportunities related to this specific strategic option
- Optimize the design of organisational structures to make the most of international opportunities
- Be aware of cross cultural issues in marketing and the management of human resources

Managerial skills outcomes
- Analytical capacity through case study exercises
- Train in conducting collective discussion and debating issues
- Oral presentation skills including answering questions and managing interruptions and time keeping
- Develop presentation design and layout for optimum communication to an audience of 30

Course outline

This course in International Management & Strategy is an advanced course focused on international strategic options and international management issues. It explores trends in the global business environment, Multinational corporations (MNC) strategies and structures, and assesses implications for individual managers.

MNC have become prominent actors in the world economy and world politics. The largest MNCs realize an ever-growing percentage of revenues outside their home markets. The rise of Emerging Markets such as China and India have lead Western MNCs to access new markets or to offshore support activities outside their home regions. At the same time, new MNCs have originated from Emerging Markets, intensifying global competition and forcing Western MNCs to develop new solutions that deviate from those applied in established markets.

Course organisation

The course is divided in a lecture format session (24 hours) and tutorial classes in smaller groups (18 hours). During the former we will have a mixture of a lecture and plenary discussion including small cases. During the latter you will have the opportunity to work in groups on different assignments to deepen the knowledge of the lectures and to experience its practical relevance.

Visiting professor: To be announced

Course structure and readings

Lectures

1 – Introduction to International Strategy
- What is globalisation?
- M. Porter's diamond model and the competitive advantage of nations
- What is an international strategy?

Reading: Peng 2008, Chapter 1

2 – From Opportunities to Structures

- Identifying international opportunities
- Modes of foreign direct investments (FDI)
- Selecting an international corporate-level strategy
- Analyzing benefits, costs and risks of a global strategy

Reading: Alexander/Korine 2008; Kale/Singh/Raman 2009

3 – The Impact of Globalization on the Organization of Activities
- From domestic markets to global structures
- The Multinational Corporation (MNC): definition, scope, and influence
- Organisational characteristics of the transnational

Readings: Rugman/Collinson 2009. Chapter 9

4 – Cross-cultural Management
- Culture and management
- Organizational culture, nationality
- Communications

Readings: D'Iribarne 1997

5 – Human Resource Management
- Expatriation, repatriation
- Mobility
- The management of diversity

Reading: Becht 2010

6 – Marketing and Ethics in International Management
- Glocalization, standardization vs. differentiation
- Market entry, market segmentation, brand strategy
- Bribery and corruption
- Bottom of the pyramid

Readings: Prahalad/Hart 2002

7 – Synthesis – Country case (e.g. Japan)

Tutorials

Session 1 – FDI, country risks and attractiveness
Session 2 – Entry strategies
Session 3 – Structure change
Session 4 – Ben & Jerry's Japan
Session 5 – The challenges of expatriation
Session 6 – Corporate Social Responsibility and Ethics

Prerequisites

Corporate Strategy

Evaluation

Final written exam, 3 hours (60%)
Tutorial assignments (30%)
Article questions, participation (10%)

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

Bibliography

Alexander, M. and Korine, H. (2008), When You Shouldn't Go Global, *Harvard Business Review*, p.70-77

Bartlett, C.A., Ghoshal S. and Birkinshaw J. (2004), *Transnational Management: Text, Cases, and Readings in Cross-Border Management*, 4th edition, Irwin-McGraw-Hill
Becht, B. (2010), Building a Company Without Borders, *Harvard Business Review*, p. 103-106
Deresky, H. (2008) *International Management – Managing Across Borders and Cultures*, 6th edition, Pearson International
Devinney, T.M. (2009) Is the Socially Responsible Corporation a Myth? The Good, the Bad, and the Ugly of Corporate Social Responsibility, *Academy of Management Perspectives*, p. 44-56
D'Iribarne, P. (1997), The Usefulness of an Ethnographic Approach to the International Comparison of Organizations, *International Studies of Management and Organization*, p.30-47
Johnson G., Scholes K. and Whittington R. (2007), *Exploring Corporate Strategy*, Pearson
Kale, P., Singh, H. and Raman, A. (2009) Don't Integrate Your Acquisitions, Partner with Them, *Harvard Business Review*, p.109-115
Peng, Mike W. (2008), *Global Business*, South-Western Cengage Learning
Prahalad, C.K. and Hart, S.L. (2002), The Fortune at the Bottom of the Pyramid, *Strategy & Business*
Rugman, A.M. and Collinson S. (2009), *International Business*, 5th Edition, Prentice Hall

MGT11E10	Course Title **International Law of Contracts and Corporate Law**	ECTS 5 H CM 33 H TD

Course instructors: **Alexandre Le Gars** and **Marie Collard**

Intended Learning Outcomes (ILO)

After this course, students should be able to:
- To understand the stakes relating to the negotiation and the drafting of business international contracts.
- To analyze the principal clauses of an international distribution or sale contract.
- To analyze the principal shapes of companies with international vocation.

Managerial skills outcomes :
-To carry out a negotiation relative to an international business contract or international contract of distribution in collaboration with the collaborators, lawyers and partners of the company.
-To evaluate the contractual risk related to the fulfilment of a contract
- To analyze the structure of a group of international company.

Course outline

This course includes business contracts with regard to the international expansion of the company.
This course trains the students to the specific contractual technique of the international contracts.
The students are trained with the technique of negotiation and drafting of the international contracts. They also learn how to control the contractual risk at the stage of the execution of the contract in the possibility of a failure of one of the contracting.
The students are also trained with the contractual techniques specific to the principal international contracts (sales, performance of services and contracts of distribution).
Lastly, this course deals with the internal organization of the company in international context.
It is a question of determining: which is the best type of the company adapted to its international expansion?
This course contains practical exercises, in order to train the students to reason properly and methodically.
This course also contains oral presentations made by students on some relevant topics related to the lectures.

Course structure

I – introduction to international Contracting
II –Principles of Contract Drafting.
    -Principles of international Contract law.
    -Interpreting Contracts.
    -Standard form Contracts. Selecting the right Form.
    -Structure of Agreement.

II Common International Contract Clauses.
    -Choice of Law Clause.
    -Dispute Resolution Clauses.
    -Arbitration and Mediation Clauses
    -Force Majeure Clause
    -Just in time Contracting
    -Termination clause
    -operative in Sales contracts

III-National Laws Affecting International Contracts.
-Negotiating an international Contract

-Pre-contractual Liability
-Common Law
-Civil Law
-Informal Writings
-Convergence and Divergence of National Laws
-National contract Codes and Restatements of Law
-Conflict of law Rules

IV International Sales Contract.
-Selecting a trade Term
- Model International Sales Contract
- The export-import Contract
- Menu of terms for an international Sales contract
-Unfair contract terms.
-Securing payment.
- Product Liability
-Limitation Period.

V General principles of Service Contracting
-Sale of services
- Sales Representative
- Carriage of goods
-Risk insurance
-Liberalization of trade in Services

VI Distribution Contracts
- The distribution Agreement
- Framework for drafting Distribution Agreement
-General Terms
- Host country Restrictions
- Franchise Contracts

VII Company law
-Deed of partnership.
-General partnership, limited partnership
-Registered company, limited liability company.
- Merger
- Regulating Multinational Corporations and international corporations

Prerequisites: none (the audience doesn’t include law students)

Evaluation

Final written exam (70%) and tutorials (30%)
Note that the mark given will also take into account students’ oral and written communication skills.

MGT11E11	Course Title **internship, dissertation, company project and conferences**	ECTS **10** H CM **15** H TD

INTERNSHIP – Audrey Rouziès

Course outline

Students are required to do 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.

Evaluation

An Internship report has to be written (20-40 pages). The final grade will be a mix of the company evaluation (professional vision) and the evaluation of the report made by the professor (academic vision).

Aims of the report

- **Description** of the internship. The idea is to describe the company, its environment and the tasks and missions done during the internship.

- **Analysis** of your experience. For example, you can compare the "real" life to the theoretical view. You can also analyze your best and/or your worst experiences.

Content of the report (suggestion)

- Table of contents
- Introduction
- Aims of the internship
- Description of the company
- Job description
- Personal analysis and opinion
- Conclusion

The most important is your analysis, not the description.

MODULE Personal development – Course instructor**: Pierre Méret and Alexandre Millet**

<u>Intended Learning Outcomes (ILO)</u>

After this course, students should be able to:

· Write a résumé outlining their major skills and knowledge for future application to an internship/job offer
· When applying to an internship/job offer, write a cover letter outlining their understanding of the proposed position and how they fit with the goal being further interviewed
· Know the main do's and don'ts about internship/job interviews

<u>Prerequisites</u>:

Students are expected to attend class with their CV, an internship offer and a cover letter pertaining to this offer.

Content and method

'Finding a job or an internship: a marketing and sales operation!'

Review of the different existing methods on finding an internship:
- Where to find offers,
- How to reach the hidden market,
- Special emphasize on networking: even newcomers to France have an active network; how to build it

Résumé and cover letter:
- Raising questions from students about résumés and cover letters
- Answering these questions and outlining what may be different from one country to another
- Summing up what should be the content of any résumé and cover letter
- By groups of two, students are asked to criticize the other's documents; each student explain to the whole class what he likes and would have done differently and why
- Every student's résumé and cover letter are reviewed and personalized advice is given

Internship/job interviews:
- Raising questions from students about interviews either from previous such situations, emphasizing what they were good at, what they would do differently, what situations and/or questions they fear
- Answering these questions outlining how important it is to be prepared, what the different types of interviews are, what are the basic rules to abide by

Giving a list of a thousand questions they may run into and to be used as a preparation tool for future interviews