



TELECOM ECOLE DE MANAGEMENT

Integrated Master's in Management
English Track - Syllabus

English Track: Integrated Master's in Management

FALL SEMESTER

STUDENTS MUST CHOOSE THEIR COURSES AMONG THE CHART BELOW.

Page	Class code	Class title	ECTS credits	Contact hours	Observation
3	ACC 4401	Financial Accounting in IFRS	3	21	
4	ECO 4401	Managerial Economics	3	21	
6	HRM 4401	Management Techniques & Human Resource Management	3	21	
8	MKT 4401	Business & Service Marketing	3	15	
10	STR 4401	Management Strategy	3	21	
12	STR 4405	Innovation Management and Technologies	2	15	
14	TEL 4401	LANs, Services & Interconnection	3	21	
16	STR 4403	International Business Strategy	3	21	
19	MIS 4401	Information System Analysis & Design	3	21	
-	HUM	Humanities	2	18	Only one Humanity class can be chosen
-	FLE	French as a Foreign Language	3	22	Compulsory
Total maximum			31	217	

ACC 4401 - Financial Accounting in IFRS

Program Manager:

GARMILIS Ghislaine (ghislaine.garmilis@telecom-em.eu; 4771; E215)

Introduction to the course:

The aim of this course is to appreciate differences of accounting practices in international context and problems arising from the divergence of these practices for performance assessment of companies in different countries.

Requirements:

Financial accounting in IFRS is designed as an introductory course for all the areas of accounting and finance.

Learning objectives:

The course has three main objectives:

- to discover the accounting cycle: from basic transactions to the preparation of financial statements,
- to study the language of accounting and mainly accounting standards,
- to understand the importance of financial reporting and the role of financial statements in its process.

Pedagogical methods:

The course is based on theoretical presentations, text discussions, cases and exercises.

Grading Policy:

The overall grade for the class is composed of three components:

- mid-term exam: 40 %;
- participation: 10 %;
- final exam: 50 %.

Expectations:

Participation includes class attendance, resolution of exercises in class and home work done in order to prepare sessions (required readings).

References:

HARRISON T.W., HORNGREN C.T., THOMAS C.W., SUWARDY T. (2013), *Financial Accounting: Global Edition: International Financial Reporting Standards*, Pearson, 8th ed.
HORNGREN C.T., SUNDEM G.L., ELLIOTT J.A. & PHILBRICK D. R. (2013), *Introduction to Financial Accounting*, Prentice Hall, 11th ed.
KHOTARI J. & BARONE E. (2006), *Financial Accounting, An International Approach*, Prentice Hall.
NOBES C. and PARKER R. (2012), *Comparative International Accounting*, Pearson, 12th ed.
STOLOWY H. , LEBAS M. & DING Y. (2013), *Financial Accounting and Reporting: A Global Perspective*, Cengage Learning, 4th ed.

ECO 4401 – Managerial Economics

Program Manager:

SANDITOV Bulat (bulat.sanditov@telecom-em.eu; 4490; E416)

Introduction to the course:

Managerial economics uses formal economic models to analyze managerial actions and their effects on firm performance. Concepts discussed in the course such as cost, demand, profit, competition and innovation provide an integrated framework that help managers to navigate through the complex world of managerial decision making.





Learning goals:

The aim of this course is to introduce students to economic way of thinking about common managerial problems. Students will learn basic formal economic models of consumer behaviour, firm's production decision, competition and market structure.

In the first part of the course we revise the main principles and core concepts of economics: cost-benefit principle, opportunity cost, supply and demand curves, and market equilibrium. We will also build a simple formal model of consumer behaviour and firm's production decision given market prices for firm's inputs and output. In the second part of the course we will focus on typical market structures: competitive markets, markets under monopoly and markets dominated by few firms (with a short introduction to the game theory to analyse firms' strategic behaviour).

Learning objectives:

The course has several objectives:

-  To review the main economic principles
-  To assess the firm strategy by analyzing firms and consumers behavior;
-  To interpret the managerial decisions at the firm and industry level;
-  To analyze the firm strategy in changing dynamic environment.

Requirements:

Basic Calculus

Pedagogical methods:

A typical class consists of a lecture, where main concepts are explained, followed by a problem solving session, where students should apply learned theory to qualitative and numerical examples. Homework exercises to be done between the classes intended to help the students to learn better new material and will be discussed at the beginning of the next class.

Grading Policy:

Successful completion of homework exercises is a necessary condition to pass the course (tested with online quizzes based on homework).

- Mid-term test (25%)
- Final exam (75%)

References:

W.B. Allen, N.A. Doherty, K. Weigelt, and E. Mansfield (2012) Managerial Economics, W.W. Norton & Company, 8th Edition.

McDowell, M., Thom, R., Frank, R. and B. Bernanke (2009) Principles of Economics, McGraw-Hill, 2nd European Edition.

Class schedule:

Basics of economics: supply, demand, price elasticity

Demand: consumer behavior and demand function

Supply: production and costs

Market structures, competitive markets, government regulation.

Monopoly: monopolist's pricing and price discrimination.

Oligopoly: strategic behavior and game theory

HRM 4401 – Management Techniques & Human Resources Management

Program Managers:

GUPTA Bhumika (bhumika.gupta@telecom-em.eu; 4749; E311)

Introduction to the course:

To say that management is an important phenomenon in our society is certainly no overstatement of the facts of everyday life. Today, within our institutions (businesses, schools, hospitals, government agencies), it is extremely difficult to identify anyone who is not either a manager or subject to decisions made by a manager. Therefore, the growth, stability and quality of a society such as ours depend upon the decisions of those men and women who manage. Their skill, experience and judgment determine the directions which institutions will take in our society. For example, they have the power to build or close plants, to purify or pollute the environment, and to accept or reject proposals for investment programs involving huge amounts of money. Thus managing effectively requires more than intuition and a sense of human relations. In today's complex world, the practice of management requires specific knowledge and skills.

Learning goals:

This course aims at providing the basic skills necessary to manage people in organizations and makes a special focus on the organizational and human aspect of management. Therefore, if we define management as planning, organizing, leading and controlling, this course focuses on the Organizing and Leading functions. This course has both a theoretical and practical ambition. It aims at providing the general knowledge regarding management theory and teaching students the practical techniques for managing effectively.

Learning objectives:

Students will be able to:

- Understand the fundamental models and theories concerning the "science" of management
- Learn the practical management techniques that the professionals of management use every day
- Put these techniques into practice through case studies

Expectations:

I expect my students to participate in all the class activities (including case-studies, workshops, role plays, etc.) and finally to pass the end semester examination.

Pedagogical Methods:

Lectures, Case-Studies, Role Plays, Simulation Exercises, Workshops and Final Examination.

Grading Policy:

Students will be evaluated on their performance in 3 areas:

- 1) Participation (30%). This includes your class participation, attendance and Case- studies.
- 2) 10% Work- Shop Presentation and 10% Report Writing.
- 3) Final exam (50%). The final exam will consist of a case study + questions concerning the course.

References:

Robbins/DeCenzo, Fundamentals of Management, Pearson, Prentice Hall, 6th edition, 2008.
Aubert, Gruere, Jabes, Laroche, Michel, Management, aspects humains et organisationnels, PUF, 7ème édition, 2004.
Barabel, Meier, Manageor, Les meilleures pratiques du management, Dunod, 2006.
Dessler, Human Resource Management, Prentice Hall, 9th edition, 2003.
Donnelly, Gibson, Ivancevich, Fundamentals of Management, Business Publications, 1971.
Schermerhorn, Hunt, Osborn, Organizational Behavior, John Wiley & Sons, 9th edition, 2005.
Harold Koontz/ Heinz Weihrich, Essentials of Management Tata McGraw-Hill Publication, 5th edition.

Class Schedule:

DAY 1 (INTRODUCTION)

Management as Science, Theory & Practice
Managers and Management

DAY 2

Job Description

DAY 3

Social Responsibility and Ethics &
The Management Environment

DAY 4

Change Management

DAY 5

Organizing / Staffing

DAY 6

Motivation

DAY 7

Leadership

DAY 8

Communication

DAY 9

Workshop

DAY 10

Workshop

DAY 11

EXAMINATION

MKT 4401 – Business & Service Marketing

Program Managers:

VIALLE Pierre (pierre.vialle@telecom-em.eu; 4793; E415)

Teaching team:

EVANS William (bill.evans@telecom-em.eu)

Introduction of the course:

Business to Business Marketing and Service Marketing is all about the marketing that goes on between supplier of raw materials, manufacturers and resellers, i.e. the supply chain. This is the marketing that is “invisible” to end user consumers.

Learning goals:

Develop fundamental skills while training future managers to be open, pro-active and capable of integrating technological fields into their management decision-making

Learning objectives:

Learn to apply analytic tools to analyze business problems, resolve them and prepare presentations to deliver solutions

Expectations:

You are expected to contribute to your team and carry your own weight. You will contribute as an individual and as a team to the overall objectives of the course. You are expected to have fun with this course. Marketing is not a gloomy science. It is creative and produces revenue.

Pedagogical methods:

Lectures, case work and sharing of business experiences and anecdotes from consumer and b2b industries; Swatch, Motorola, Airlines.

Grading Policy:

Quizzes, presentations and final written exams

References:

Ford, David / Gadde, Lars-Erik / Håkansson, Håkan / Snehota, Ivan, The Business Marketing Course Managing in Complex Networks, 2nd Edition - September 2006
Understanding Business Marketing & Purchasing – Ford
Business Marketing & Management – Hutt & Speh

Class schedule:

Introduction: the two facets of relationship marketing;
Specificities of services and implication for marketing, i.e. management of relationships, service design, quality and satisfaction;
Specificities of BtoB marketing;
Business buying behavior.

Case studies:

Soderberg & Haak
ASEA Synchronous Motors
Cantro Lubricated Valve
During AG
Pfizer Inc
Volvo MRO

STR 4401 – Management Strategy

Program Managers:

GOSSART OZMAN Muge (muge.ozman@telecom-em.eu; 4785; E417)

Introduction to the course:

The aim of this course is to introduce students to the concepts in strategic management, and to equip them with the ability to view various management functions from a strategic perspective. The course covers main elements of competitive business strategy and corporate strategy, enriched with cases from different parts of the world, and sectors. Emphasis of the course is especially on sectors in which digital technologies have a central role.

Learning goals:

1. Understanding the basic concepts of strategic management.
2. Acquiring the skills and tools to apply strategic management concepts in real business environments, in which there is a high degree of uncertainty and competitive pressure.
3. Learn to distinguish strategy from planning.

Learning objectives:

1. Developing teamwork and presentation skills of participants.
2. Analyse complex business environments from a strategic perspective
3. Developing strategies by acquiring the skills “to think outside the box

Expectations:

- Students are expected to be prepared before coming to the class according to the schedule.
- Students should participate in class discussions during case studies.
- During the final 2 sessions, students will present one of the case studies and lead the class room discussion after the case.
- More specifically, case study group is expected to:
 - a. making use of the concepts learned during the lectures, and reading recent material / or relevant articles and applying them to the case questions.
 - b. promote the discussion of case questions in the class.
 - c. answer the questions / discussion points of the case

Pedagogical methods:

A combination of formal teaching, case studies and interactive classroom exercises.

Grading Policy:

There will be two unannounced quizzes. The students who are officially absent will be excused from the quizzes; otherwise there will be no make up for the quiz. There is one final exam in this course.

Final Exam: 50%

Presentations: 40%

Quiz, grades and attendance: 10%

References:

- A. HENRY , Understanding Strategic Management, Oxford University Press, 2008
R. GRANT , Contemporary Strategy Analysis, Blackwell Publishing, 2008
T. WHEELEN and D. HUNGER, Strategic Management and Business Policy, 2008

Class schedule:

	Topics and Reading Assignments
Lecture 1	Introduction and an Overview. Introducing the purpose and scope of strategic management; positioning of strategic management versus other fields of management studies, overview of the approach undertaken in this course.
Lecture 2	Strategic Analysis I General Environment and Competitive Environment , PEST and SWOT analysis, introduction and limitations, Porter's Framework of Five Forces and its limitations
Lecture 3	Strategic Analysis II: The Internal Environment Value chain analysis, Resource Based View, Knowledge Based View Readings: Henry, Chapters 4 and 5.
Lecture 4	Strategic Analysis II: The Internal Environment Cont. Strategy Formulation, Strategy Implementation I Business level strategy and corporate level strategy Readings: Henry, Chapters 7 to 12
Lecture 5	Strategy Formulation, Strategy Implementation II Business level strategy and corporate level strategy Multi sided Markets
Cases 1	Blablacar TeslaMotors Instagram Airbnb IndiGo

STR 4405 – Management of Innovation & Technologies

Program Managers:

GOSSART OZMAN Muge (muge.ozman@telecom-em.eu; 4785; E417)

Introduction to the course:

There is widespread agreement that innovation is, as Schumpeter first suggested, the engine-room that powers the knowledge economy. For an organisation, innovation is important, as it is an important source of competitive advantage in a market, a means to adapt to environmental contingencies, a way to deliver value to customers, users and society at large, and also the basis of collaborations between organizations and other stakeholders. Similarly, for the government innovation offers a solution to economic growth and competitive advantage, as well as to numerous risks and dangers. Yet despite the fascination with innovation, managing it is a challenging process for many organizations. In this course, students will understand what innovation is, its persistent characteristics across different sectors, and what the essential tools of innovation management consists of.

Learning goals:

At the end of the course, students should be able to:

- 1) understand the role of innovation in the knowledge economy and its role in competitive advantage in different markets
- 2) What the sources of innovation are, and where to look to come up with innovative ideas
- 3) Have a good understanding of the main decision variables in innovation management
- 4) Recognize main challenges in managing innovation, and acquire critical managerial capabilities to overcome these.

Pedagogical methods:

The sessions are composed of lectures and interactive and group based exercises. These exercises are mainly concerned with cases in which students are expected to apply the concepts learned in class, and in which they will work either individually or in groups. They put the student at the heart of the action and familiarize them with the relevant circumstances, notwithstanding that each situation requires its own diagnosis and tailor-made solutions.

Pedagogical methods:

The sessions are composed of lectures and interactive and group based exercises. These exercises are mainly concerned with cases in which students are expected to apply the concepts learned in class, and in which they will work either individually or in groups. They put the student at the heart of the action and familiarize them with the relevant circumstances, notwithstanding that each situation requires its own diagnosis and tailor-made solutions.

Grading Policy

Final exam 60%
Exercises- 40%

	Topics and Reading Assignments
Session 1	What is Innovation? What is the Role of Knowledge in Innovation?
Session 2	Types and sources of Innovation
Session 3	Lecture 3: Creativity and Innovation
Session 4	Lecture 4: Timing of Innovation and IPR; open innovation
Session 5	Final Exam

Suggested Readings:

1. (Textbook) Tidd J and Bessant J (2013) Managing Innovation,
2. Bruce Brown and Scott D. Anthony (2012) How P&G Tripled Its Innovation Success Rate, HBR
3. Michael L. Tushman, Wendy K. Smith, and Andy Binns (2011) The Ambidextrous CEO, HBR
4. Amabile, T, C M. Fisher, and J Pillemer.(2014) "IDEO's Culture of Helping." Harvard Business Review 92, nos. 1-2: 54–61

TEL 4401 – Local Area Networks, Interconnection & Internet

Program Managers:

EPINETTE Olivier (olivier.epinette@telecom-em.eu; 4752 DIR 116)

Teaching team:

CUERQ Christophe

Introduction to the course:

Networks technologies are key-issues to understand how the digital world is emerging. They are the bricks organizations will build upon strategies, organisations, products and services. There are stakes and issues for managers to understand when designing business activities.

Learning goals:

This course will provide students with the basic technological background of Enterprise Networks (Local, Metropolitan and Wide Area Networks), including voice, data, mobile cellular systems and modern solutions such Internet, Voice over IP or VPN.

This course is a first base for students who need to understand the impact of business applications in the competitiveness of the enterprise through automatic processes (BtoB, BtoC..), and technologies (Electronic commerce, business intelligence, knowledge management...).

PGE-1 : Acquire fundamental skills

Learning objectives:

Students will be able to

- Analyze company needs in terms of services and networking
- Provide network architecture to be deployed
- Developing information system technologies
- Improve the effectiveness of tools companies

Pedagogical methods:

- ✚ Teaching methodology: lecture, group work, online exercises
- ✚ Classes : Presentation , Demonstration, Lab Work and Cases Study
- ✚ Internet-based courses and web sites : <http://cours.int-edu.eu/moodle/>

Course Description:

Presentations of Case Study (P) and Exam (E)

References:

- Introduction to Telecommunications Network Engineering (second Edition, 2003)
- Tarmo Anttalainen – Artech House
- Fundamentals of telecommunications (second edition) – Roger Freeman – IEEE Press, 2005

Class schedule:

- Introduction to Telecommunications, Definitions and Organizations
- Overview of networks (PAN, LAN, MAN, WAN)
- LAN: Ethernet and Wireless LANs (class and practice)
- Problems and specificities of enterprise networks and enterprise applications.
- Data Communications and TCP/IP Protocols
- Mobile Communications
- Case Study
- Debriefing Case for Exam

STR 4403 – International Business Strategy

Program Managers:

CARPENTER MARIE (marie.carpenter@telecom-em.eu; 4207; E414)

Introduction to the course:

The objective of this course is to provide students with sector and region-specific application of the different approaches to the area of study generally termed “International Business”. The multi-national enterprise is increasingly faced with decisions on the extent and nature of investments to be made in different parts of the world. In this course, students will integrate theoretical arguments and empirical data with case studies on key international business decisions.

Learning goals:

This course addresses the following learning goals:

PGE-2 - Be able to generate new ideas, steer innovation and management change in a competitive environment

PGE-3 - Capacity to plan, organize, lead and collaborate within working groups

PGE-4 - Possess effective interpersonal communication skills

PGE-6 - Capable of working globally

PGE-7 - Become immediately operational in the workforce

Learning objectives:

At the end of the course, students should be able to:

- Analyze international business opportunities and threats
- Analyze the alternatives available to a firm based on an in-depth analysis of its stage of internationalization and its specific strengths and weaknesses in an international context
- Evaluate alternatives and make recommendations on international business development, with concrete operational planning details.

Expectations:

Students are expected to participate actively in class.

Pedagogical methods:

Lectures and case studies

Grading Policy

Group work: Presentation & paper: 50%

Exam: 50%

References:

A detailed reading list will be provided to accompany the case studies on this course.

Class schedule:

Introduction to international business and application to European and French context

Theoretical framework of international business studies

1. The history of the multinational enterprise
2. Fifty years of international business studies
3. Theories of internationalization

Environmental influences on MNEs

1. Political and regulatory environment
2. Economic environment
3. Social-cultural environment
4. Technological environment

Sample case study

Foreign market choice International business operation modes

Choosing foreign markets and entry sequence

1. Sources of information
2. Top-down and bottom-up forecasting
3. Entry sequence

International business operation modes

1. Types of business operation modes
2. Characteristics and managerial implications
3. Foreign market entry strategies

Exporting

Contractual entry

FDI

M&A

Group presentations: Choice of international markets, entry sequence and entry mode

Contrasting and complementary approaches to international business

1. International marketing
2. International GRH
3. International operations management
4. International finance

Contemporary questions in international business

Group presentations: International business operations

Conclusion and exam preparation

Group presentations: Contemporary questions in international business

MIS 4401 – Information System Analysis & Design

Program Manager:

Responsible:

Saïd Assar, Ph.D., Associate professor (said.assar@telecom-em.eu; 4488; F108)

Introduction to the course:

Information Technology (IT) generalized usage has profoundly changed the business and economic landscape. The effective creation, distribution, and use of information via technology is central to daily life and Information Systems (IS) have become essential artifacts for running a company. IS are continually solicited for enhancing the quality of enterprise's operational processes and for providing new and innovative services to all stakeholders, i.e. clients, partners, employees, etc. Effectively addressing the collection, flow, and distribution of information is vital to running a modern organization. Moreover, designing and building information systems that can satisfy business and end-user requirements are tremendous challenges that require multiple competencies.

The goal of this course is to introduce students to these challenges and provide them with fundamental knowledge and basic tools to study and analyze enterprise information systems. The course presents first how an information system relates formally to the enterprise business processes and introduces Business Process Modeling with the BPMN notation. Second, the course presents system design and modeling using the UML notation with an exclusive focus on use-case modeling. The students will have to illustrate this course by through a project based on case study inspired by reality.

Learning goals:

- To understand fundamental problems related to design, build and run an IS
 - IT cost and the ROI dilemma
 - The wicked nature of IS design
 - IS lifecycle various models
 - IS models and their essential role in the IS lifecycle
- To learn IS modeling basics
 - Business process modeling with BPMN
 - Usage modeling with UML Use-Case diagrams
- To be trained for IS design tasks through a group project and a full IS analysis and design case study

Pedagogical methods:

For the theoretical part, the course combines face-to-face lectures with homework and small classes. For the applied part, the students will work in small groups (2 to 4) on a analysis and design project.

Grading Policy:

The overall grade for the class is a weighted average of three grades:

- 30% Homework and online quizzes
- 30% Project
- 40% Final exam

References:

- Laudon, K., Laudon, J., "Management Information Systems" 11th edition, Pearson International Edition, 2010.
- Dumas, M., La Rosa, M., Mendling, J., Reijers, H., "Fundamentals of Business Process Management", Springer, 2013.
- Olivé, A., "Conceptual Modeling of Information Systems", Springer, 2007.

Class schedule:

Session 1: Information systems in organizations: fundamental problems and principles

Homework with online quiz: A textual case-study about an IT project failure

Session 2: Business process modeling and the BPMN notation

Homework with online quiz: evaluate and compare similar BPMN models

Session 3: Exercises about Business process modeling; project case presentation

Session 4: Coaching session about the project

1st project deliverable: case study IS analysis and process modeling

Session 5: System modeling and introduction to UML

Homework: construct a use-case model for an e-commerce website

Session 6: Coaching session about the project

2nd project deliverable: case study IS proposal and design

Session 7: Final exam

