Course Offer

Graduate Level

Graduate Certificate in Global Management

English Track year 2
Graduate Certificate in Global Management - English track year 2

Each semester is composed of elective courses and core courses

<table>
<thead>
<tr>
<th>English Track year 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Sept - Dec</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

Choose up to 2 elective courses

<table>
<thead>
<tr>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Entrepreneurship and Commercialization</td>
<td>24</td>
</tr>
<tr>
<td>EU: Political Economy and Business Environment</td>
<td>24</td>
</tr>
<tr>
<td>Internationalizing Firms / international Strategy</td>
<td>27</td>
</tr>
<tr>
<td>Coaching for personal development and business success</td>
<td>24</td>
</tr>
<tr>
<td>Psychology at the intersection of technology and human behavior</td>
<td>24</td>
</tr>
</tbody>
</table>

**CORE COURSES**

All classes are Compulsory

<table>
<thead>
<tr>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Finance</td>
<td>27</td>
</tr>
<tr>
<td>Develop my competency profile</td>
<td>6</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>28,5</td>
</tr>
<tr>
<td>Information Systems for Digital Business</td>
<td>21</td>
</tr>
<tr>
<td>Innovation</td>
<td>24</td>
</tr>
<tr>
<td>Management, Law and Innovation</td>
<td>15</td>
</tr>
<tr>
<td>French course</td>
<td>18</td>
</tr>
</tbody>
</table>

An Innovation week will take place after the elective courses and before the core courses.

In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

Grenoble Ecole de Management reserves the right to modify courses in the interest of academic developments. Certain optional courses may not run if students’ numbers are insufficient.
## Graduate Certificate in Global Management - English track year 2
### English Track year 2
#### Semester 2

**Jan - May**

### CORE COURSES
All classes are Compulsory

<table>
<thead>
<tr>
<th>Course</th>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop my competency profile</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Fundamental and control budgeting</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Management by talking : eloquence and assertiveness</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Organization management</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>French course <em>with previous approval of your home university run throughout the whole semester</em></td>
<td>18</td>
<td>{3}*</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES
Choose up to 3 elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Finance</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Art, Culture and Representation : Reflections of Self and Society</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Calling BS in the Age of Big Data : Thinking critically in a Post-truth world</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Customer Integration in New Product Development</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Design Thinking for Managers</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Ecological Economics</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Entering entrepreneurship : Creating New Venture</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Exploring Entrepreneurial Opportunities in Sustainability and Social Inequalities</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>International Employment Relations and HRM</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Lean - Quality - Process</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Legal aspects of New Technologies Management</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Management Control Systems</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Managing Cultural Diversity</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Resourceful Management</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Startup &amp; Entrepreneurship Consulting</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>The &quot;Business&quot; of NGOs and the Rise of Social Enterprises</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>The Business of Knowledge : Managing Science and Scientists</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>The dark side of Management</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>The science of attention &amp; influence in Marketing</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>The sports of Management</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

Grenoble Ecole de Management reserves the right to modify courses in the interest of academic developments. Certain optional courses may not run if students’ numbers are insufficient.
# Fundamentals of Entrepreneurship and Commercialization

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Mei Maggie-Qiu Zhu</td>
<td>Department</td>
<td>MTS</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>24.0 hours</td>
<td>Total Study Hours</td>
<td>24.0 hours</td>
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</tbody>
</table>

## Module Description

One of the most exciting and satisfying activities in business is to start a new venture. The essence of entrepreneurial behaviour is identifying innovative ideas, transforming them into business opportunities, and putting them into practice no matter whether you are working inside an existing company or starting a totally new business. During the past 20 years numerous factors have coalesced, which have propelled the subject of entrepreneurship and technology commercialization into the forefront of industry, government, society, and academia. These entrepreneurial firms exploit breakthrough advancements in science and engineering to develop better products and services, which are often a source of competitive advantage.

This course is designed for students interested in entrepreneurship with an emphasis on technology commercialization. Students will be exposed to the following topics:
- Introduction to entrepreneurship
- Entrepreneurs: Who are they? What make someone an entrepreneur?
- Business opportunities: Where to find them? How to evaluate them?
- Resource acquisition: Human, Finance, and Supporting parties
- Entrepreneurial growth

## Module Learning Outcomes

Upon successful completion of this course, students will understand:
- the definition and nature of entrepreneurship
- the contexts where entrepreneurs are born
- identification and evaluation of business ideas
- the entrepreneurial skill set for planning, launching, and managing an entrepreneurial venture

## Teaching Method

A combination of:
- lecture
- story telling
- case

## Evaluation

- Continuous Assessment: 100%
  2 parts:
  - 60% final exam
  - 40% in-class activity

## Textbook

## Bibliography

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# EU: Political Economy and Business Environment

**Program/Year**
- **Intake**: Ecole Supérieure de Commerce
- **Year**: 2019-2020

**Module Supervisor**
- **Supervisor**: O Sullivan Patrick
- **Department**: HOS

**Contact Hours**
- **Hours**: 24.0 hours
- **Total Study Hours**: 24.0 hours
- **Coefficient**: 1.0
- **ECTS Credits**: 6.0
- **US Credits**: 3.0

## Module Description
The course will cover a range of topics regarding aspects the European Union which are directly of relevance to business management and to the environment in which business in Europe is conducted. The topics to be covered will include:
1. History and Institutions of the European Union and the dynamic logic of the integration process.
2. The contemporary institutional position in the EU; Lisbon Treaty and the political and institutional challenges of the present situation.
3. Past and potential future enlargement of the EU; the impact of enlargement in Eastern Europe.
4. The internal single European market; characteristics and business implications, competition policy; industrial policy.
5. EMS and EMU: the long road to and the debates surrounding the European single currency.
6. The Euro in the aftermath of the 2008 financial crisis, root causes and consequences of the sovereign debt crisis in the EU; European Stability mechanism and Fiscal Compact towards fiscal union? The political challenges.

Other immediately topical subjects may also be dealt with as appropriate and if time permits.

## Module Learning Outcomes
By the end of the course a student should:
- have a clear understanding of the functioning of the key institutions of the EU and of their impact on economic policy making.
- have an understanding of the economic rationale which underpins the functioning of the European Single Market and of both theoretical and practical aspects of how EU competition policy impacts on business activity within and outside the EU.
- have an understanding of the theoretical underpinning and of the practical business implications of the adoption of the single currency, the Euro.
- have an awareness of the political dimensions and related controversies surrounding all of the above areas of EU activity.
- be able to formulate well-informed opinions on a range of these more controversial issues and to make articulate presentations on these.

## Teaching Method
- Lectures, case study workshops, open class discussions on controversial topics and political aspects of European integration

## Evaluation
- **Examination**: 80%
- **Continuous Assessment**: 20%
|                  | or  
|                  | SENIOR NELLO Susan (2011) "The European Union; economics, politics and history" 3rd Ed. McGraw Hill, Maidenhead |

| Bibliography     |  

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# Syllabus

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<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Procher Vivien</td>
<td>Department</td>
<td>MTS</td>
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</table>

<table>
<thead>
<tr>
<th>Contact Hours</th>
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<th>Total Study Hours</th>
<th>27.0 hours</th>
<th>Coefficient</th>
<th>1.0</th>
<th>ECTS Credits</th>
<th>6.0</th>
<th>US Credits</th>
<th>3.00</th>
</tr>
</thead>
</table>

## Module Description

The objective of the course is to cover selected major themes in international business and strategy, including:

- Internationalization process of firms
- International trade and policy
- Outsourcing & offshoring of firm activities
- International business strategies, organization and managerial challenges

## Module Learning Outcomes

- To develop knowledge of formulation and implementation of strategy in Multinational Enterprises (MNEs)
- To develop an awareness of issues and challenges facing managers in international markets
- To gain an understanding of the theoretical foundations of international business and strategy
- To develop research and practice capabilities in the field of international business

## Teaching Method

A mix of lectures, discussions and applications focused on enterprise and managerial challenges in international business and strategy (incl. case studies, current press issues).

## Evaluation

- Team ‘What’s in the news’ presentation (10-12 slides, 20-25 minutes): 20% of total grade
- Team ‘case’ presentation (12-15 slides, 30-35 minutes): 20% of total grade
- Individual 'case report' (8-10 pages): 40% of total grade
- Individual ‘in-class participation’: 20% of total grade

## Textbook

COLLISON, Simon, NARULA, Ranjneesh and RUGMAN, Alan (2017), “International Business”, 7th edition, Pearson. The current and previous editions are available in the library. In addition, major themes and frameworks can also be found in other graduate textbooks related to international business and international strategy.

## Bibliography

As reading students will also be able to find cases and a selection of articles (all required) on Moodle. These readings give you the opportunity to consult the original source of some of the ideas that are presented during the lectures.

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## Coaching for personal development and business success

### Program/Intake

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
</table>

### Module Supervisor

<table>
<thead>
<tr>
<th>Module Supervisor</th>
<th>Louis Dima</th>
<th>Department</th>
<th>HOS</th>
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<th>ECTS Credits</th>
<th>6.0</th>
<th>US Credits</th>
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</thead>
</table>

### Module Description

This entry-level, practical course, provides students with the opportunity to develop skills in coaching other people within their future professional activity. In addition to preparing students to use coaching skills towards effective leadership, the acquired skills can also be used by students to coach classmates, colleagues, as well as coaching themselves for their own growth and development. The course focuses on coaching processes and techniques, together with the theories that underpin them.

### Module Learning Outcomes

#### Theoretical Learning objectives

- Understanding the following theoretical concepts and how they apply to coaching:
  - The inner game (Tim Gallwey)
  - Ontological inquiry (Alan Sieler)
  - Humble inquiry and coaching as a form of interpersonal support (Edgar Schein)
  - The resilience factor (Karen Reivich and Andrew Shatté)
  - Immunity to change (Robert Keagan)
  - Neuroscience and coaching (Janet Crawford)
  - Self-awareness and the Johari window (Joseph Luft and Harrington Ingham)
  - Managing oneself (Peter Drucker)
  - Positive psychology and its limitations (Christopher Peterson)
  - Personal Transformation (Daniel Siegel)
  - Individual internal system (Richard Schwartz)

#### Practical Learning objectives

- Understanding the GROW model (Sir John Whitmore) and its uses
- Developing communication skills using effective listening and powerful questioning
- Learning how to set effective SMART goals
- Identifying common obstacles that hold people back and learning how to overcome them
- Learning how to manage progress and accountability

### Teaching Method

Lecture, case studies, role plays, and experiential exercises

### Evaluation

- Continuous Assessment : 100 %

Continuous Assessment : 100 %

Reflexive report on the students experience coaching others, and being coached.

### Textbook

### Bibliography

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# Psychology at the intersection of technology and human behavior

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Module Supervisor</th>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecole Supérieure de Commerce</td>
<td>Louis Dima</td>
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<td>24.0 hours</td>
<td>0.0</td>
<td>6.0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

## Module Description

We live in a world that is continuously changing with the fast development of technology. Today, technology surrounds us and is becoming increasingly present, in every single aspect of our lives. This course explores how our use and adoption of different forms of technology is changing the way we think, feel, and behave.

Based on the students’ interests, topics covered will include some of the following:

- Positive and negative impacts of technology on learning (attention/distraction, retention, academic performance)
- Technology and its impact on psychological and mental health (sleep disorders, anxiety, depression, etc.)
- Identity issues: Real Self vs. Virtual Self, and Real Life vs. Virtual Life
- The positive and negative impacts of video games on emotions and behaviors
- Addiction to technology (What is it? Why and how is it becoming a problem? How to deal with it?)
- Obsessive picture taking (Why do we do it? How does it affect our experiences, memories, and relationships?)
- Communicating via social media – the Twitter CEO
- Cyberbullying
- Technology, a tool for surveillance, conditioning, behavior shaping, and control
- Artificial intelligence and cognitive psychology
- Working with virtual teams and in virtual organizations
- Impact of technology on the way we work, and on the job market

## Module Learning Outcomes

Students will:

- Develop an understanding of the ways in which technology impacts emotions, thoughts, and behaviors, and conversely, ways in which technology is inspired by human cognitive processes and behaviors.
- Develop a critical perspective on our use and adoption of different forms of technology, in different situations and contexts.
- Develop a reflection on their own behaviors when it comes to the use of technology.

## Teaching Method

Experiential activities, videos, discussions, case studies.

## Evaluation

- Continuous Assessment : 100%
  - Individual assessment (60%)
  - Group work (40%)
<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Mchawrab Safwan</td>
<td>Department</td>
<td>GDF</td>
</tr>
<tr>
<td>Contact Hours</td>
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<td>Total Study Hours</td>
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<tr>
<td>Coefficient</td>
<td>1.0</td>
<td>ECTS Credits</td>
<td>5.0</td>
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<tr>
<td>US Credits</td>
<td>2.5</td>
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</tr>
<tr>
<td>Module Description</td>
<td>The course is based on selected chapters of the textbook by Berk and DeMarzo &quot;Corporate Finance&quot;, covering the following: (i) Time value, Interest rates and Investment decisions (ii) Fundamentals of capital budgeting and Valuing bonds (iii) Capital Budgeting and Valuation with leverage (iv) Leasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>1. Understand the principles underlying investment decisions 2. Master the main tools of capital budgeting 3. Be capable of comparing the costs of different sources of financing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Method</td>
<td>Lecture and exercises. Students are expected to read the suggested chapters of the basic text book regularly (before and after classes). The reading of the relevant chapters of the other suggested text books is highly recommended as complementary study. Students are also expected to be active in class. Students are advised to go through the following modules of &quot;Cross Knowledge&quot;: 1. Fundamentals of Finance, parts 1, 2 and 3 2. Understanding Financial instruments, all parts except that on options 3. Value creation, parts 1 and 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Evaluation | • Examination : 60 %  
• Continuous Assessment : 40 %  
Group homework and final exam. Each assessment will be on all the covered concepts and tools. For the final exam, students are allowed to come with a 4-page self-written summary of the course. |
| Textbook | Jonathan Bek and Peter DeMarzo: Corporate Finance (Pearson International, Addison-Wesley) |
CHARREAU: "Finance d'Entreprise", Litec 1994  
ROSS, WESTERFIELD & JAFFE: "Finance Corporate"  
SOLNIK: "Gestion Financière", Nathan  
VERNIMMEN, P: "Finance d'Entreprise"  
Any other Corporate Finance textbook |

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<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Galli Isabelle</td>
<td>Department</td>
<td>HOS</td>
</tr>
<tr>
<td>Contact Hours</td>
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<td>Total Study Hours</td>
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<td>Coefficient</td>
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<td>ECTS Credits</td>
<td>1.0</td>
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<tr>
<td>US Credits</td>
<td>0.00</td>
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<tr>
<td>Module Description</td>
<td>Development of the professional project</td>
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<tr>
<td></td>
<td>Reflection based on one's personality profile</td>
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<tr>
<td></td>
<td>Update on the skills acquired this year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>This course is part of the Reflexivity approach carried by the GEM Learning Model. The objective is to allow the student to take a step aside on his different learnings for a better knowledge of yourself, of your environment, of incitement to a reflection around his professional project and the skills acquired and that it remains to be acquired. For this, a support the GEM Portfolio already started to fill in PGE1A completes this learning objective.</td>
<td></td>
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<tr>
<td></td>
<td>This module has a high level of contribution to the following learning goals for the program</td>
<td></td>
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</tr>
<tr>
<td>Learning goal 1 :</td>
<td>Has developed effective communication skills</td>
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<tr>
<td></td>
<td>Demonstrates clear and concise oral communication</td>
<td></td>
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<tr>
<td>Learning goal 2 :</td>
<td>Has developed critical thinking and problem-solving skills</td>
<td></td>
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<tr>
<td></td>
<td>Is able to choose a position and defend it</td>
<td></td>
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<tr>
<td>Learning goal 2 :</td>
<td>Is able to work effectively and constructively in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is able to work effectively and constructively in a group</td>
<td></td>
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<tr>
<td>Learning goal 2 :</td>
<td>Has discovered his/her leadership capabilities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Is able to develop his/her abilities to exercise leadership</td>
<td></td>
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</tr>
<tr>
<td>Teaching Method</td>
<td>Active pedagogy</td>
<td></td>
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<tr>
<td></td>
<td>- with a game to allow the appropriation of the concept of skills starting from the presentation of significant achievements</td>
<td></td>
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<tr>
<td></td>
<td>- use of the IKIGAI method with interactive questions (individual, small groups, class)</td>
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</tr>
<tr>
<td>Evaluation</td>
<td>• Continuous Assessment : 100 %</td>
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<tr>
<td></td>
<td>This approach : encourage you to question regularly about yourself, about your preferences and your motivation</td>
<td></td>
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<tr>
<td></td>
<td>The objective is to help you become aware of your assets acquired during your various experiences and thus enable you to steer a career path that corresponds to your personality.</td>
<td></td>
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</tr>
<tr>
<td>Textbook</td>
<td>&quot;Introduction to Type&quot; Isabel Briggs Myers</td>
<td></td>
<td></td>
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<tr>
<td>Bibliography</td>
<td>&quot;Please understand me - Temperament Character Intelligence&quot; David Keirsey</td>
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<td>--------------</td>
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People are at the heart of organisations and are often one of the most important resources available to management. However, managers have traditionally regarded human resource management (HRM) as a necessary evil, rather than a source of value to an organisation. Recent research challenges this view: HR practices are likely to be an organisation's source of competitive advantage. Indeed, decisions such as whom to hire, how much to pay, what training to offer, and how to evaluate employees - this all affects employees’ ability to provide goods and / or services to clients. Hence, one of our objectives is to learn about these various policies and practices. Through case studies and problem-solving exercises, you will be better prepared to identify critical problems, evaluate various courses of action, and defend your own decisions.

This module provides an introduction to the critical issues facing organisations in simultaneously managing their human resources. It focuses on the connection between corporate strategies and the effective management of human resources, which at times, may require differing policies. Topics include:
- HR for managers
- Performance management and Competencies
- Recruitment and selection
- Compensation
- Training
- Career development
- IHRM and diversity
- Labor Law

The objectives of this course are to
- provide an introduction to Human Resource Management and the factors that affect the management of human resources
- understand the various functions HR departments carry out in organisations as well as the resources and competencies necessary to fulfil these functions
- understand conceptual and analytical frameworks which help organisations to decide upon approaches and strategies in the management of their workforce
- understand key challenges HRM departments are facing today
- develop managerial competences to recruit, retain and motivate employees
- learn the basics of labor law

The objectives of this course are to
- acquire the knowledge, tools and general management concepts, and be able to use them to propose integrated solutions to management issues
- demonstrate an understanding of the foundations of accounting, finance, law, marketing, operations, strategy, RH and project management, and be able to apply them
<table>
<thead>
<tr>
<th>Méthode d’enseignement</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>• Partiel : 50 %</td>
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<tr>
<td></td>
<td>• Contrôle continu : 50 %</td>
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Ecole Supérieure de Commerce

Information Systems for Digital Business

<table>
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<th>Program/Intake</th>
<th>Module Supervisor</th>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
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Module Description

Course Rationale
Information and knowledge are now recognized as critical resources in the modern organization. Information Systems (IS) are socio-technical systems made of Information Technology (IT), people, organizational structures, and business processes. Information systems – due to the dramatic progress of IT (e.g., computers, software, networks) in the last forty years – now represent the nervous system of most enterprises, and have become a crucial resource to ensure the competitive viability of almost any business. In fact, most organizations’ value-creating strategies, products, and processes today entail significant reliance on information and information systems. In spite of the rising complexity and pervasiveness of IT-based information systems, there is a persistent scarcity of business managers who are well versed in IS. Historically, the IS function has been the province of technologists who were not trained in management schools. However, IT specialists typically lack a sufficiently detailed understanding of the objectives, priorities, and business processes of an organization. Thus, they are unable to conceive, select, design, develop, and implement adequate information systems without the significant active involvement of business managers. It is therefore of paramount importance that functional and general managers (i.e., non-IT-specialists), for whom information systems are a vital resource, develop a profound understanding of IT and IS. While leaving the IS function solely in the hands of technologists is a critical mistake, now recognized, failing to develop managers that are well versed in IS represents the other side of the same shortcoming. Carefully note that the above argument does not simply call for more computer literacy and hands-on training. End-user skills, such as performing routine personal productivity tasks (e.g., word processing), analyses (e.g., spreadsheet modeling), and communications (e.g., electronic mail, web publishing), are critical. However, they are inadequate for managers who must employ technology to develop new products and strategies, need to transform their organization, and have to lead their firms in the face of continued competitive threats. We need general and functional managers to develop a strong grounding in the concepts and language of IT, and to develop a sound appreciation for the information resource and for the information systems that can be acquired and developed to create business value.

To further compound the problems described earlier, the popularization of computing and the rapid expansion of the software industry have led to great hype and confusion. Vendors, pundits, “experts,” and various other commentators are all attempting to “educate” potential customers about the advantages and benefits of each new technology. This wealth of “information” (and often misinformation) creates an overload problem leading to the manager’s inability to discriminate reliable and accurate information from the many incomplete, ambiguous, misleading, or just plain wrong sources. In this environment it becomes fundamental for the business manager to understand fundamental IT concepts and to be able to critically analyze information systems issues.

This course aims to start you on your way to becoming a competent and IS-savvy manager. The class provides you with a solid foundation in IS upon which you can build further through formal or independent studies. The audience for the course is prospective general and functional managers and entrepreneurs in any industry. However, the course is challenging and does not shy away from some of the technical complexities that are necessary to thoroughly understand IT and its applications and limitations.
<table>
<thead>
<tr>
<th>Module Learning Outcomes</th>
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<tbody>
<tr>
<td>The course assumes no IT or IS specific knowledge and aims at building such a knowledge base through lecture, discussion, case studies, guest lectures, independent readings, and group projects. During this course we will:</td>
</tr>
<tr>
<td>1. Define and understand the concept of IS and its component parts.</td>
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<td>2. Be able to set direction and plan for the management and use of IS resources.</td>
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<tr>
<td>3. Analyze the fundamentals IT concepts and develop the appropriate language.</td>
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<td>4. Know the major computer and information systems currently in use in organizations and be able to analyze their appropriate design and deployment.</td>
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<td>5. Understand the strategic role of IS in modern enterprises.</td>
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<td>6. Understand current IS management issues and trends.</td>
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<tr>
<td>In the pursuit of these objectives, we will study the technology itself and the organizational issues that accompany its deployment.</td>
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<table>
<thead>
<tr>
<th>Teaching Method</th>
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<tbody>
<tr>
<td>Theoretical introductions with practical examples and exercises</td>
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<th>Evaluation</th>
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<td>• Continuous Assessment : 100 %</td>
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<tr>
<th>Grading</th>
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<tr>
<td>The grading scheme is designed to test both your knowledge and mastery of the skills and concepts taught, and your positive value-adding contribution to the learning journey of the class. The following is the grade breakdown and description.</td>
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</table>

| Topic Check-ups 60%: During the course of the course we will have in-class tests. The objective of these check-ups is three-fold. First, they allow you to gauge how well you are progressing through the course material. Second, they allow me to see how the class is doing and how well each topic has been assimilated by the group. Third, they allow me to assess your individual progress and provide you with timely and specific feedback. |

| No make up check-ups are offered. Recognizing that very rare and unforeseen events may prevent you from being present you are allowed to drop one of the scores. |

| Final Exam 30%: The final exam is designed to test your understanding of the material and the analytical skills you have developed through the semester. As such, it is in the form of a paper, not a timed exam. More information about this deliverable will be provided separately. |

| Professionalism 10%: We will maintain a high standard of professionalism at all times. Beyond the obvious, not disrupting the class by being late, talking to the people nearby, using laptops for other than note taking – professional conduct includes the ability to address ideas not people. That is, you can disagree, even strongly, with a classmate or me during a discussion, but you need to be able to do so without being perceived as personally attacking the other person. Professional behavior is of paramount importance any time guest speakers visit our class. |

<table>
<thead>
<tr>
<th>Textbook</th>
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Context: competing through innovation.

Scientific research suggests that companies which innovate perform better and are more profitable than those which do not innovate. However, if we take the case of Coca Cola which has the highest market capitalization among drinks companies and remains highly profitable, this is on the basis of a product invented in 1986.

1) What exactly does innovation mean?
To what extent are Renault and l’Oréal who publicize their innovativeness really innovative? Is it because they regularly launch new products and services that they are innovative? What exactly does innovation mean? Does the inclusion of new cleaning agents in a washing powder count as an innovation? Could one say that the idea of launching Quaero, a kind of European Google would be an innovation?

2) Everyone can remember innovations which have turned out to be commercial failures: Bebop, Wap for example. How can one identify in advance the economic worth and social contribution of an innovation before it is actually launched in a real market?

3) Lastly for whom is it legitimate to innovate and by using what methods?

This course aims to answer the above questions and to acquaint participants with methods and tools which will allow them to evaluate the relevance and potential value of an innovation.

Learning outcomes
At the end of the module the student should have
- a mastery of the concept of innovation seen as a source of potential competitive advantage for a firm
- a mastery of techniques which can be used to assess the commercial profitability of an innovation

Teaching methods
The course uses a project-based learning approach. It is built around a real or hypothetical innovation project of a business.

The sequence of the classes will follow the typical phases of a business innovation project and will allow students to relate these phases of a project to underlying theories of innovation.

The completed projects will be assessed both by professors of innovation and by practicing innovation professionals, consultants and financiers of innovation.

Methods of assessment
Continuous assessment: 100%
- Final project report 50%
- Project oral presentation and defence 50%
### Textbook


### Bibliography

- Millier (2005), Stratégie et marketing de l'innovation, Dunod, Paris
- Millier (2002), Les études de marché qui n'existait pas encore, Les éditions d'organisation, Paris
- Pavitt K. (1990), “Sectoral Patterns of Technological Change : towards a Taxonomy & a Theory”, The economics of Innovation
- Tidd, Bessant & Pavitt (2001), Managing Innovation, integrating technological, market and organizational change
- Clark & Henderson (1990), "Architectural Innovation", ASQ, 35, 1, 9-30
### Programme/Session
- **Ecole Supérieure de Commerce**
- **Année Académique**: 2019-2020

### Responsable de module
- **Gleason Ted**
- **Département**: GDF

### Volume horaire face à face
- 15.0 heures

### Nombre total d'heures de travail
- 45.0 heures

### Coefficient
- 1.0

### Crédits
- ECTS: 3.0
- US: 1.5

### Description du cours
The course aims to provide an understanding of different company forms in various legal systems, as well as the legal consequences (rights, duties, obligations, and liabilities) of company formation. It takes a broad comparative approach and will briefly look at company law in the leading legal systems (France, Germany, UK, US, EU, and China). Thereafter, the course will provide a brief overview of intellectual property with a view towards analyzing how companies can protect and benefit from innovation.

### Acquis à l'issue du module
At the end of this course, students will be able to:
- Understand the different company forms available in various countries;
- Understand basic forms of intellectual property protection and how companies can protect innovation;
- Use legal vocabulary according to subjects studied;

### Ce cours a une contribution affirmée dans les objectifs Assurance of learning suivants du programme

**Objectif 1**: A acquis les connaissances, outils et concepts généraux de gestion, et est capable de les utiliser afin de proposer des solutions intégrées à une problématique de gestion

Fait preuve d'une compréhension des fondements de la comptabilité, de la finance, du droit, du marketing, des opérations, de la stratégie, des RH et de la gestion de projet, et est capable de les appliquer

**Objectif 2**: Est capable de s'adapter, d'évoluer et de coopérer dans un environnement international et dans des cultures différentes

Fait preuve d'un compréhension des différences économiques et de l'environnement global des affaires

### Méthode d'enseignement
Primarily the course will consist of face to face teaching of theory and seminars and workshops of application.

### Evaluation
- **Partiel**: 60 %
- **Contrôle continu**: 40 %

The evaluation intends to check whether participants have acquired a proper understanding of key concepts and are able to apply it to concrete situations. It is composed of a continuous assessment and a final exam which covers the entire module's content.

### Manuel de référence
A course manual will be prepared by the instructors.
# Foreign Language – French

## Syllabus

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<th>Academic Year</th>
<th>2019-2020</th>
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<tr>
<td>Module Supervisor</td>
<td>Carole Gally</td>
<td>Department</td>
<td>FLE</td>
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</table>

## Module Description

Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.

## Module Learning Outcomes

Following this course, students will be able to:
- Express their opinion
- Report an event/protest and reproach
- Make an appointment/invitation and refuse an appointment/invitation
- Understand levels of language (colloquial, slang,...)
- Cultural mannerisms
- etc.

## Teaching Method

12 classes of 1.5 hours, once a week. Each class will contain 15 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally, the course teacher will use practical documents such as newspapers, magazine advertisements, billboards, etc., thus enabling the student to better integrate and grasp the French culture. Apart from the two 90-minute tests, class participation will also be evaluated.

## Evaluation

- Continuous Assessment: 100%

Both oral and written exams will test the students' ability to put into practice all they have learned during the year, either through individual or group testing.

## Textbook

No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

## Bibliography

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Develop my competency profile

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<tr>
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<th>Academic Year</th>
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<td>US Credits</td>
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Module Description
- Development of the professional project
- Reflection based on one's personality profile
- Update on the skills acquired this year

Module Learning Outcomes
This course is part of the Reflexivity approach carried by the GEM Learning Model. The objective is to allow the student to take a step aside on his different learnings for a better knowledge of himself, of his environment, of incitement to a reflection around his professional project and the skills acquired and that it remains to be acquired.

This module has a high level of contribution to the following learning goals for the program

| Learning goal 1       | Has developed effective communication skills |
|                       | Demonstrates clear and concise oral communication |
| Learning goal 2       | Has developed critical thinking and problem-solving skills |
|                       | Is able to choose a position and defend it |
| Learning goal 2       | Is able to work effectively and constructively in a group |
|                       | Is able to work effectively and constructively in a group |
| Learning goal 2       | Has discovered his/her leadership capabilities |
|                       | Is able to develop his/her abilities to exercise leadership |

Teaching Method
- Active pedagogy
- with a game to allow the appropriation of the concept of skills starting from the presentation of significant achievements
- use of the IKIGAI method with interactive questions (individual, small groups, class)

Evaluation
- Continuous Assessment : 100 %

This approach: encourage you to question regularly about yourself, about your preferences and your motivation
The objective is to help you become aware of your assets acquired during your various experiences and thus enable you to steer a career path that corresponds to your personality.

Textbook
"Introduction to Type" Isabel Briggs Myers
<table>
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<tr>
<th>Bibliography</th>
<th>&quot;Please understand me - Temperament Character Intelligence&quot; David Keirsey</th>
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## Program/Intake
- **Ecole Supérieure de Commerce**

## Academic Year
- **2019-2020**

## Module Supervisor
- Poissonnier Hugues

## Department
- GDF

## Contact Hours
- **18.0** hours

## Total Study Hours
- **18.0** hours

## Coefficient
- **1.0**

## ECTS Credits
- **3.0**

## US Credits
- **1.50**

## Module Description
The goal of this module is to prepare students to use management control tools and techniques whatever their functions in companies or organizations. This should enable them to collaborate better with their colleagues from the other functions using the common financial language. The main subjects that will be tackled in this module are: budget, performance management (using indicators and scorecards, variance analysis,…), help in the decision making process (break-even analysis, relevant costs).

## Module Learning Outcomes
- At the end of the module, students should be able to:
  - Use the basic vocabulary of management control
  - Apprehend the impact of a strategic or operational decision on the income of an activity
  - Make simple simulations
  - Propose relevant performance management solutions taking the main objectives into account.

## Teaching Method
- Important preparatory work before every session in order to develop theoretical knowledge in autonomy and capacity to use this knowledge in short case studies.

Sessions are dedicated to the validation of what has been learned and to case studies allowing students to develop their skills by practicing.

## Evaluation
- **Final exam : 55 %**
- **Continuous Assessment : 45 %**

## Textbook

## Bibliography
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<td>Contact Hours</td>
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<tr>
<td>Module Description</td>
<td>The objective of the Organizational Management module is to introduce the student to sociological and psychological reflection in order to approach current organizational and managerial phenomena based on a new framework of understanding and action articulated around work and management.</td>
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</table>
| Module Learning Outcomes | - Commit to building your knowledge in organizational management based on an experiential and reflective approach.  
- Take a constructive and critical look at management based on an enlightened reflection on the notion of "work".  
- Reflect on management models that make it possible to reconcile overall and sustainable performance with quality of life at work. |
| Learning goal 1 : | Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment  
Is functional in a first foreign language |
| Learning goal 2 : | Considers the human, social and environmental consequences of business decisions and practices  
Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders  
Is able to choose a sustainable course of action and defend it |
| Learning goal 2 : | Has acquired relevant operational IT skills for business  
Is able to use the principal business IT tools effectively and efficiently |
| Learning goal 2 : | Has developed effective communication skills  
Demonstrates clear and concise oral communication  
Demonstrates clear and concise written communication |
| Learning goal 2 : | Has developed critical thinking and problem-solving skills  
Is able to collect, in a relevant, organized and non-biased way, the necessary information and data  
Is able to choose a position and defend it |
| Learning goal 2 : | Is able to work effectively and constructively in a group  
Is able to work effectively and constructively in a group |
| Learning goal 2 : | Has discovered his/her leadership capabilities  
Is able to develop his/her abilities to exercise leadership |
| Teaching Method | The "Organizational Management" module is based on experiential and reflective pedagogy inspired by Kolb's learning model (Experiential Learning, 1984). In this perspective, the learner is placed in a central role and builds their knowledge in management from a cycle based on the following five pedagogical processes:  
- Experiential process: acquire concrete professional experience of two different organizational and managerial approaches featured in the FlashTel system.  
- Reflective Process: revisit personally experienced situations and draw new meaning from them.  
- Objectification process: analyze and translate this personal experience into a set of organizational and managerial characteristics.  
- Theoretical knowledge building process: develop management knowledge by matching personal experience with key theoretical principles.  
- Knowledge maturation process: record experiential and reflective learning throughout the module to develop methods for interpreting organizational and managerial approaches so that they can be recognized in future work situations. |
| Evaluation | • Continuous Assessment : 100 %  
The evaluation process is based on continuous individual and collective monitoring. It is broken down as follows:  
- 60% of the final grade is based on individual contributions designed to both strengthen the learning process and confirm the student's level of understanding and mastery of the stated learning objectives.  
- 40% of the final score is dedicated to teamwork on the proposed investigation project. |
| Bibliography |  
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Ecole Supérieure de Commerce

Strategic Management

Program/Intake | Ecole Supérieure de Commerce | Academic Year | 2019-2020
Module Supervisor | Jacob Jojo | Department | MTS

| Contact Hours | 24.0 hours | Total Study Hours | 24.0 hours | Coefficient | 1.0 | ECTS Credits | 4.0 | US Credits | 2.00 |

Module Description
The strategic management course is designed to expose students to the many facets of strategy which translated to why certain companies outperform their competition and gain sustainable competitive advantage. It is not a course on strategic planning but will provide students with tools to perform a strategic analysis. Students attending this course have a heterogenous background, both in experience and culture. This brings a variey of knowledge to the class and through active participation ensures that examples from different industries and nations can be thoroughly understood.

Module Learning Outcomes
Upon the successful completion of this course, students should be able to:

- Understand the complexities that general managers face in strategy development and implementation at various phases in a company’s growth cycle.
- Determine the attractiveness of various industries and competitive positions of firms within these industries using various strategic models.
- Distinguish elements of strategic capability in organisations: resources, competences, core competences and dynamic capabilities.
- Recognise the role of continual improvement in cost efficiency as a strategic capability.
- Analyse the influence of an organisation’s culture on its strategy using the cultural web.
- Explain the relationship between competition and collaboration.
- Identify alternative directions for strategy, including market penetration or consolidation, product development, market development, and diversification.
- Understand how mergers / acquisitions impact the strategic growth objectives of a firm; also to study the effects of consolidation on several key industries.
- Analyse business models used by successful firms.
- Analyse the role that globalisation will play in future growth strategies of many industries.
- Determine how personal skills & competences impact corporate strategy.

Teaching Method
Lectures supplemented with presentations

Evaluation
- Examination : 60 %
- Continuous Assessment : 40 %

Textbook
Johnson, G., Scholes, K., & Whittington R., 2008 "Exploring Corporate Strategy"
Bibliography

Finkelstein, S. Why smart executives fail: Four case histories of how people learn the wrong lessons from history. Business History, Apr2006


Miller, D. The Icarus paradox, Business Horizons, Jan/Fe 1992


Porter, Michael E., 1998 "Competitive Advantage: Creating and Sustaining Superior Performance"

Porter, Michael E., 1998 “The Competitive Advantage of Nations”


Thompson, M., 2008 Strategic Management

Woods, A., & Joyce P. 2001 Strategic Management: A Fresh Approach to Developing Skills, Knowledge and Creativity (Broché)
# Advanced Finance

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## Module Description

The course is recommended as a first step to students wishing to specialize in finance. It addresses the financial decisions of managers in a shareholder value creation perspective, with a progressive inclusion of uncertainty (projects scenarios):

- Evaluation of the risk and return of capital budgeting (=investment) projects
- Nature and cost of the financial resources used by corporations: equity, bonds, bank debt, leasing
- How do corporations raise funds: IPOs, equity offerings, bonds issues
- Dividend pay-out policy
- Optimal capital structure and impact on the company cost of capital (WACC) and value

## Module Learning Outcomes

At the end of the module the students will have a better understanding of how financial decisions are (or should be) made, and of the links between companies and capital markets.

They will be able to assess risk and return of capital investment projects, to calculate the cost of the various financial resources and the weighted cost of capital (WACC) of a corporation.

Eventually, they will better deal with estimation of the impact of changes in capital structure or pay-out policy on the company WACC and on its value.

They will have learned to build and use basic financial models.

## Teaching Method

Each session is a mix of lectures and exercises. Exercises have to be prepared in advance and presented by the students to the class. Laptops and spreadsheet software will be used in class.

The course is based on a textbook: PRINCIPLES OF CORPORATE FINANCE (Brealey, Myers, Allen), Mc Graw-Hill Education.

The course is taught in English.

## Evaluation

- **Continuous Assessment : 100 %**

The evaluation aims at controlling that participants master the concepts taught in class and are able to apply the tools and techniques to business situations. The exams will consist of course questions and of exercises similar to those done in class.

## Textbook


## Bibliography


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<td>Module Description</td>
<td>Representation in art tends to be the ability of art to reflect on and then capture the “trueness” of life. However, what we see can always be influenced, changed or distorted by our position, our vantage point, and bias.</td>
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<td></td>
<td>This course will explore art and the politics and poetics of representation from the early pre-museum cabinets of curiosity, to Hip Hop culture, and beyond. Areas of focus include historical memory and the issues around appropriation, art as propaganda, narrative and protest. A wide rage of literature, video, and interactive mediums will be used to encourage discussion and analysis of the influence of art on society, ourselves, and vice-versa.</td>
<td></td>
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</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>- Develop an appreciation of the cultural, political, and artistic resonance of art in it’s various forms;</td>
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<td></td>
<td>- Understand the nuances of both appropriation and the representation of our collective selves and others;</td>
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<td></td>
<td>- Develop critical thinking and writing skills as well as skills of observation, synthesis, and connection;</td>
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<td></td>
<td>- Develop an understanding of the ways in which art has been shaped by the experiences of the artist, the environment and attitudes of the time and conversely, ways in which art can be in opposition.</td>
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# Calling BS in the Age of Big Data: Thinking critically in a Post-truth world

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<td>Mielly Michelle</td>
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## Description du cours

In this brave new world of post-truth politicians and fake news, how can we arm ourselves to be truly informed and active citizens? The aim of this course is to teach you how to engage and think critically about the narratives, data and models that constitute “evidence” and “fact” in the social and natural sciences with a particular focus on North American sources and culture but not only.

This elective is entirely inspired by the open-course “Calling Bullshit in the Age of Big Data” designed and shared by Professors Carl T. Bergstrom and Jevin West at the University of Washington. Seattle, WA. http://callingbullshit.org/ The objective of the course according to its founders “is to help students navigate the bullshit-rich modern environment by identifying bullshit, seeing through it, and combating it with effective analysis and argument.”

This 27-hour specialization seminar will be able to focus only on selected ones from the original 12 session course. The topics covered will be chosen in correlation with the expertise and areas of interest of the teaching team participating in this module. The topics and resources will also be augmented with supplemental readings chosen by the faculty teaching each topic or with student suggestions. Each session will be taught by a different faculty member OR in a “flipped class” format where students lead the learning.

## Acquis à l’issue du module

- Increase their ability to think critically about the information they consume.
- Develop analytical skills and capacity to argument, debate and support their points of view with respect.
- Deepen their capacity to identify BS and its sources and not spread it irresponsibly.
- Improve and develop their capacity to think systemically about interdisciplinary issues.
- Contribute to the “common good” by becoming better-informed citizens and through sharing their learning and insight with the “learning public” through articles, mini-case studies, social networks, and videos.
This seminar will be team-taught by GEM faculty with expertise or interdisciplinary approaches to the themes. In some cases, a session will be student-led learning (flipped classroom). Students must prepare the readings/activities in advance to be able to participate in the discussions/debates/role plays.

All types of evaluation will be used - formative, summative, peer-evaluation and auto-evaluation.

Resources will be provided on the Moodle page and will be dependant on the faculty members area of interest and expertise. However, the basic resources of the course can all be found on the GEM Moodle page & the original course page https://callingbullshit.org/
### Teaching Method

My objective in the class is to encourage the understanding and appreciation of course content by facilitating critical thinking and written/verbal dialogue. Emphasis is placed on thought rather than memorization. My intent is to encourage the following:

- Critical understanding of a topic and the controversies/issues associated with it.
- Generation of multiple responses and perspectives.
- Consideration of taken-for-granted assumptions in new ways.
- Concentration on discovery.
- A desire to know more.
- Provocative and well argued discussion.

Meaningful and constructive dialogue will be encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. My intention is to create an intellectually stimulating, safe and respectful class atmosphere. In return, it is expected that each student will honor and respect the opinions and feelings of others.

### Evaluation

- **Continuous Assessment**: 100 %

  Course assessment will be made up of: a midterm exam covering lectures/reading from the beginning of the course (20%), a summary/reflective essay assigned every few weeks based on a reading assignment and/or in-class discussion (45%), plus one group project - a critical assessment of a film or artwork(s) + flash presentation (35%).

  Each weekly “module” on Moodle will list the course readings to be completed in advance of that session. It is important that students remember that at this level, learning is a "two-way process." The success of the class depends on students' contributions in the form of comments, questions, and real-life examples.

### Textbook

There is no textbook for this course. PDF files of course readings, as well as links to other materials, will be posted on Moodle.

### Bibliography


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## Program/Intake
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## Module Description
The fuzzy front end of innovation is the phase of the innovation process that has the biggest leverage for later product success. Much truth lies in the words an experienced project manager told us: “Tell me how the project starts, and I’ll tell you how it will end.” Empirical research has shown that the fuzzy front end of innovation is most critical for innovation success. Technical and market uncertainty at the fuzzy front end are high, ideas about the intensity with which certain activities are to be carried out and the tools that assist their professional execution are vague, and the allocation of resources and top management attention is still ancillary in many companies compared to other phases of the innovation process. These challenges and gaps all add up to an aura of fuzziness, which is often put on an equal level with unmanageability. Customer integration can reduce technical and market uncertainty and provide the insights necessary to take the right managerial decisions at the front end of innovation. This course provides a broad perspective on customer integration in new product development, focusing on the fuzzy front end of the process, explains selected customer integration tools, and gives room to discuss the advantages and disadvantages of different tools. Although the application of tools for customer integration is no guarantee for success, the knowledge about the correct selection and application increases the probability of success. This course is rich in theoretical frameworks, research findings, and practical information about activities and tools of customer integration that help to understand how customer integration can boost innovation performance. This course is taught in English and combines traditional learning in the classroom with a practical case in order to achieve maximum learning result.

## Module Learning Outcomes
After this course students should:
- Understand the principles of customer integration and its potential at the front end of innovation
- Have an overview on different tools to integrate customers in new product development
- Understand key challenges of customer integration for radical innovation
- Know methods to reduce challenges of customer integration for radical innovation
- Be able to competently evaluate and discuss the use of certain customer integration techniques for specific cases
- Feel competent in discussing the advantages and disadvantages of customer integration in new product development

## Teaching Method

## Evaluation
- Continuous Assessment : 100%

## Textbook
<table>
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<th>Bibliography</th>
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<tr>
<td>List will be handed out in the first session.</td>
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**Ecole Supérieure de Commerce**

**Design Thinking for Managers**

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<td>Gotzsch Josiena</td>
<td>Department</td>
<td>MTS</td>
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| Contact Hours | 24.0 hours | Total Study Hours | 78.0 hours | Coefficient | 1.0 | ECTS Credits | 6.0 | US Credits | 3.00 |

**Module Description**

Imaginary thinking and creative approaches are clearly important in innovation. In the past, the educational system has given analytical thinking a higher status than creativity. Business students and managers are often well trained in analytical approaches but might miss experience with the design thinking process and lack confidence in their own creativity. Nowadays, in a truly competitive world with a need for problem solvers, good analytical thinking only isn’t enough. A combination of analytical and creative thinking has become essential.

Design Thinking "borrows" some of the process steps, from designers and is future focused; improving existing situations, designing solutions that works better. Next to knowing the Design Thinking process, it is also importantly to understand what a designer's mindset means and how this applies to create new products, services and other solutions.

For innovative processes, much depend on people, the company culture and the authentic drive for value creation. Managers should understand creative approaches, have the open mindset to work with creative people, have confidence in their own creativity and intuition and foster innovative approaches in companies. Ideally, managers, designers and others drive innovation together, while putting design excellence is the center of attention. However mindsets and objectives often differ and as a result co-operation isn’t always smooth.

In this "Design Thinking for Managers" specialization we will both consider design as a process resulting in a perfectly designed product or service, but also as a method to solve business issues in a creative way.

This specialization does not aim to make you a designer, but prepares you to work with imaginative people to create the most adequate solutions. It also intends to open your mind by showing how you could use the design process for finding solutions going beyond new product development only. It does aim to help you to get more confidence in your own imagination.

In this course a section of topics will be covered;
- a user centered development process, based on empathy
- design mindset
- the strategic use of design

**Module Learning Outcomes**

The objective is to make participants ...
- experience design thinking as a method for non-designers
- aware of design aspects and the impact of design in companies
- able to profit most from a collaboration with designers and other imaginative people
- able to mediate between creative and possibly more sceptic corporate mindsets
- able to bring creative solutions within companies by using creative approaches
- learn by doing
This course is active and project-based. You will be working on a project, that develops over the duration of this module and in which we will use a variety of the learnings.

A project example;
Your team will act as a design agency. You will have to analyse existing solutions and guided through different steps propose challenging new ones.

English language
The courses will be dispensed in English. Reading material will be in the English language.

<table>
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<tr>
<td>• Continuous Assessment : 100 %</td>
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A professional attitude towards you project team is important. Your individual contribution in team work will be measured.

Please inform the instructor in advance, if for valid reasons, you know that you will not be able to participate in a session. Being absent during a group presentation can lead to a zero for this part of the evaluation.

Individual and group work will be graded based on the presentation, clarity, quality of your analysis and recommendations. The main criteria are:
- The assignment was understood and answered comprehensively
- Insight in the topic was demonstrated with links to the course concepts
- Creative thinking is demonstrated
- Conclusions are logic, meaningful and substantiated
- Style, language and lay-out are neatness
- Coherence of the proposed solutions
- Professionalism
- Participation and serious implication

<table>
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<tr>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended readings</td>
</tr>
<tr>
<td>KELLEY, T and KELLEY D. (2013), Creative Confidence: Unleashing the Creative Potential Within us All, Crown Business</td>
</tr>
<tr>
<td>LEWRICK M., LINK P., LEIFER L. (2018), The Design Thinking Playbook; Mindful digital transformation of teams, products, services, businesses and eco-systems, Wiley</td>
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<tr>
<td>BANFIELD, R., LOMBARDO, C. and WAX, T. (2016), Design Sprint, O'Reilly Media</td>
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<td>BRAND, W. (2019), Visual Doing, BIS Publisher</td>
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<td>BRAND, W. (2017), Visual Thinking, BIS Publisher</td>
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<td>Hasso Plattner Institute of Design, Stanford (2018), The Bootcamp Bootleg - updated version, d.school at Stanford University</td>
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### Program/Intake
- **Ecole Supérieure de Commerce**

### Module Supervisor
- Bobulescu Roxana

### Academic Year
- 2019-2020

### Department
- HOS

### Contact Hours
- 24.0 hours

### Total Study Hours
- 51.0 hours

### Coefficient
- 1.0

### ECTS Credits
- 6.0

### US Credits
- 3.0

### Module Description
Ecological Economics is an interdisciplinary field which asserts that economies are embedded in the biosphere and thus should be concerned by the degradation of our living conditions from the environmental, social and political point of view. This course may be also called POST-GROWTH ECONOMICS. The central assertion of this course is: "Economic growth as we have known it is over and done with". The "growth" we are talking about consists of the expansion of the overall size of the economy (with more people being served and more money changing hands) and of the quantities of energy and material goods flowing through it. The economic crisis that began in 2007-2008 was both foreseeable and inevitable, and it marks a permanent, fundamental break from the past decades - a period during which most economists adopted the unrealistic view that perpetual economic growth is necessary and also possible to achieve. There are now fundamental barriers to ongoing economic expansion, and the world is colliding with those barriers.

In this context, a new ecological economics is not only essential, but possible. The starting point must be to relax the presumption of perpetual consumption growth as the only possible basis for stability and to identify clearly the conditions that define a sustainable economy.

### Module Learning Outcomes
- understand the current economic challenges: why is Growth ending, resource limits, climate changes and pollution
- understand why economics no longer can ignore ecology;
- be able to develop a project linked to ecological issues;
- develop a personal, critical approach on current debates;
- develop the capacity to build strong arguments in favor of a new ecological economics.
### Critical Pedagogy

Critical pedagogy. Here is a definition of Critical Pedagogy by famous pedagogue Ira Shor:

"Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse." (Empowering Education, 129)

Lectures are "socratic" and encourage students' active participation. What is a Socratic method? Here is the definition from Wikipedia:

"Socratic method, also known as method of elenchus, elenctic method, or Socratic debate, is named after the classical Greek philosopher Socrates. It is a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. It is a dialectical method, often involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict themselves in some way, thus strengthening the inquirer's own point.

The Socratic method is a method of hypothesis elimination, in that better hypotheses are found by steadily identifying and eliminating those that lead to contradictions. The Socratic method searches for general, commonly held truths that shape beliefs, and scrutinizes them to determine their consistency with other beliefs. The basic form is a series of questions formulated as tests of logic and fact intended to help a person or group discover their beliefs about some topic, exploring the definitions or logoi (singular logos), seeking to characterize the general characteristics shared by various particular instances. The extent to which this method is employed to bring out definitions implicit in the interlocutors' beliefs, or to help them further their understanding, is called the Maieutic (Midwife) Method. Aristotle attributed to Socrates the discovery of the method of definition and induction, which he regarded as the essence of the scientific method."

### Evaluation

- **Continuous Assessment : 100 %**

The evaluation approach will be based on the learning objectives:
- understand the current economic challenges: why is Growth ending, resource limits, climate changes and pollution
- understand why economics no longer can ignore ecology - individual assessment
- be able to develop a project linked to ecological issues - collective assessment
- develop a personal, critical approach on current debates - individual assessment
- develop the capacity to build strong arguments in favor of a new ecological economics - both individual and collective assessments

### Textbook

- Macmillan
- Jeff Rubin "Why our world is about to get a whole lot smaller: oil and the end of globalization" 2009, NY - Random House

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# Entering entrepreneurship: Creating New Venture

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**Module Supervisor**

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<th>Liouka Ioanna</th>
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**Department**

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## Module Description

One of the most exciting and satisfying activities in business is to start a new venture. Entrepreneurship is the process by which individuals pursue opportunities without regard to resources they currently control. As such, the essence of entrepreneurial behavior is identifying innovative ideas, transforming them into business opportunities, and putting them into practice no matter whether you are working inside an existing company or starting a totally new business. In this module participants will focus on transforming innovative ideas into business opportunities. That is, participants will learn what are the very first things one should do right after an innovative idea has been identified, and before actually committing a lot of resources for the preparation of a comprehensive business plan.

The most effective way to understand the entrepreneurial process, and to answer some of the above questions, is to take a hands-on approach. In this course students are expected to be able to work on entrepreneurial ideas of their own choice, and be active participants in classroom discussions.

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## Module Learning Outcomes

Upon completion of this course participants will:
- Learn the basic steps to transform ideas into business opportunities using minimum resources;
- Learn to analyze innovative ideas;
- Know how to present innovative business ideas in a compelling and concise manner;
- Know why and when you need to write a business plan.

---

## Teaching Method

Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts.

During this module, participants are asked to analyze an innovative idea using tools and methods presented in the module. Participants also train themselves to analyze entrepreneurial cases (written and/or live), and work on entrepreneurial case in teams.

---

## Evaluation

- **Continuous Assessment**: 100 %
  - Strong written and oral skills greatly facilitate success in the business world. Those individuals that can effectively communicate their ideas will have an advantage over those that cannot. As such, the assignments in the course center on written and oral presentations, and active participation in class discussions.

  Continuous Assessment (group work): 30 %
  - Final team report

  Continuous Assessment (individual): 70 %
  - Individual report (MEP)

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## Textbook

Bibliography


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Exploring Entrepreneurial Opportunities in Sustainability and Social Inequalities

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**Module Description**

This module focuses on exploring new businesses opportunities in sustainability and social issues. Social problems (homeless, unemployment, poverty, illiteracy, etc.) and sustainability challenges (fresh water supply, biodiversity, degradation, deforestation, food) represent some of the most significant societal challenges of the century.

Environmental degradation has not only brought natural disasters (e.g. storms, heat waves, droughts, etc.), but is also a serious threat to the lives of people, plant, and animals. Because a large amount of the world’s economic output depends on the sustainability of the natural systems, the long-term economic and financial impact of environmental degradation may be very substantial. Moreover, socially conscious individuals & organizations drive social innovation and transformation in various fields, and pursue poverty alleviation goals with entrepreneurial zeal, business methods and the courage to overcome traditional practices.

In this module we pay attention to the role that effectual entrepreneurs play in solving current sustainability and social challenges. Participants explore effectual principles apply apply to the opportunities in developing nations and underserved communities but also in industrialized countries where there is room for societal and sustainable innovations. What does it take to bring social and sustainable innovations (SSI) to market using your own available means? How do we decide whether to invest our precious time and resources into efforts that may change the world or fizzle and die? This module explores these questions from the perspectives of effectual entrepreneurs looking for putting their available means into practice to solve sustainable issues.

**Module Learning Outcomes**

- Understand the role of enterprising individuals in solving sustainability and social issues;
- Understand the effectual decision-making logic;
- Learn to identify entrepreneurial opportunities in sustainability based on effectual principles;
- Learn to present innovative business ideas in compelling and concise manner to engage external stakeholders;

**Teaching Method**

Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues in sustainability and social issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts. Students engage in an individual project in sustainability using and applying effectual principles.

**Evaluation**

- Continuous Assessment : 100 %

Strong written and oral skills greatly facilitate success in the business world. Those individuals that can effectively communicate their ideas will have an advantage over those that cannot. As such, the assignments in the course center on written and oral presentations, and active participation in class discussions.

The module is 100% based on in-class assignments: 70% of individual works and 30% group works.
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
International Employment Relations and HRM

Program/Intake
Ecole Supérieure de Commerce

Academic Year
2019-2020

Module Supervisor
Stewart Paul

Department
HOS

Contact Hours
24.0 hours

Total Study Hours
100.0 hours

Coefficient
1.0

ECTS Credits
6.0

US Credits
3.0

Module Description
The module aims to give students an understanding of the cultural, national and organisational issues that affect the management of human resources in multinational companies. It also aims to define and explain the 3 main steps experienced in an expatriation/international mobility process.

Module Learning Outcomes
At the end of the module students should be able to:

a) explain the distinctive nature of the management of human resources in multinational companies
b) assess the likely challenges in the expatriation of international managers
c) assess the likely challenges in managing a diverse and dispersed workforce and using cross national teams
d) know about cross cultural communication and management.
e) know about the social and economic character of workplace conflicts including employer, employee and trade union behaviour.

Teaching Method
There will be a pattern of alternating lecture, discussion and seminars during which students will review case studies and apply the learning from the lectures.

Evaluation
• Continuous Assessment : 100 %

Full details of the evaluation and assignment will be presented during the first session of the course; each student will be required to participate in a group presentation and prepare an individual assignment.

Textbook


Bibliography


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### Syllabus

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<tr>
<td>Ecole Supérieure de Commerce</td>
<td>Bollen Jean-Pierre</td>
<td>2019-2020</td>
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<th>ECTS Credits</th>
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<tbody>
<tr>
<td>24.0 hours</td>
<td>78.0 hours</td>
<td>1.0</td>
<td>6.0</td>
<td>3.00</td>
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</table>

| Module Description | Lean - Quality - Process Management  
From re-engineering to radical innovation  
Since the 1950’s Lean Thinking has had a growing influence on the strategy of companies, both in Production and Service industry. It has led to methods we now call ‘Process Re-engineering’, ‘Kaizen’, ‘Continuous Improvement’, and others.  
But the modern manager has to run even faster, the discussion is gearing towards Radical Non-Linear Innovation : throwing away the old and replacing it with a complete new design. Is this smart ?  
During this course we’ll take a closer look at what « Lean » means for the Enterprise. What is the impact of Lean Thinking on the strategy of companies. And would Radical Innovation help ?  
Next, attention goes to « how to implement new ways of working ». Is the Six Sigma method usable ? What are the consequences of implementing Six Sigma in a company ?  
At one activity we’ll go step by step through an improvement process, using tools that are actually in use at consulting companies ; analysing existing processes, doing so-called Brown Paper Sessions, extended with a Brainstrom Session in order to come up with alternative solutions, leading to measurable and attainable results. |

| Module Learning Outcomes | The objective is to make participants :  
aware of the strategic importance of continuous improvement  
aware when continuous improvement is not good enough  
aware of the pitfalls of an improvement project  
able to support an improvement project  
able to attain measurable results |

| Teaching Method | English language:  
The course will be dispensed in English. Reading material will also be exclusively in English |

| Evaluation | • Continuous Assessment : 100 %  
Continuous assessment : 100%  
Individual : 60%  
Group : 40% |

<p>| Textbook | A selection of articles will be distributed during class or placed on the e-learning platform. |</p>
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
</table>
### Module Description

This course aims at presenting and discussing the essential legal aspects of new technologies management in a global context.

The following topics will be presented, illustrated, discussed and/or applied to practical cases:

- Intellectual property, both as a way to protect and to extract value out of innovation/technology.
- Trade secrets and competition laws
- Protection of privacy and personal data
- Right to the protection of one’s image
- Right to be forgotten
- Open data
- Regulatory framework for electronic communications
- Internet neutrality
- Electronic commerce
- Media laws (e.g., product placement, videogames)
- Online gambling
- Biotechnology and life science legal matters
- Genetically Modified Organisms (GMOs)
- Nanotechnology regulation
- Genome editing (CRISPR-Cas9)
- Drone regulations
- Sharing economy
- Crowdfunding
- Energy law
- Virtual currencies
- Blockchain
- ICOs
- Automated vehicles
- Artificial Intelligence and Big Data

The time devoted to each of these topics may vary depending on the professional objectives and career interests of the participants. Also, the geographical focus (EU, USA, China, India etc.) will vary depending on the countries of origin of the students in the cohort.

### Module Learning Outcomes

The specific objectives for participants in this module are:

- to acquire minimal understanding of intellectual property, data protection etc.
- to raise awareness of societal implications of technology in multiple domains (e.g., intellectual property, electronic communications, electronic commerce, biotech, nanotech, fintech, insurtech etc.);
- to see how different legal systems (incl. EU, US, China, India etc.) deal with such societal implications;
- to learn how to integrate the most important legal and ethical aspects when building a commercial strategy;
- to understand (and play with) the different roles of various actors with respect to legal aspects of new technologies.
<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>This module uses a variety of methods to ensure effective learning in a practical context: lectures, group interaction, videos, case studies and homework assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>• Continuous Assessment : 100 %</td>
</tr>
<tr>
<td></td>
<td>Continuous assessment: 100%</td>
</tr>
<tr>
<td>Textbook</td>
<td>Postings in Moodle</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Postings in Moodle</td>
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# Management Control Systems

**Ecole Supérieure de Commerce**

## Syllabus

<table>
<thead>
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<th>Program/Intake</th>
<th>Ecole Supérieure de Commerce</th>
<th>Academic Year</th>
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<td>Loiseau Alain</td>
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<td>GDF</td>
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| Contact Hours | 24.0 hours | Total Study Hours | 240.0 hours | Coefficient | 1.0 | ECTS Credits | 6.0 | US Credits | 3.00 |

## Module Description

**THE INTERPLAY BETWEEN STRATEGY, OPERATIONS AND MANAGEMENT CONTROL**

This module is NOT an accounting course. It is therefore preferably NOT SUITABLE for students who have a previous degree or diploma in accountancy (e.g. foundation course, DUT, BTS).

This course is at the crossroads of strategic management, operations management and IT. Management control systems is discussed as the link between the three and their delineation into numbers and processes.

Basics in management control and accounting are supposed to be known, understood and perfectly mastered. The course will comprise of case studied and academic paper discussion on the latest developments in management control systems, so that students are up-to-date in their discipline when they graduate.

**COURSE PHILOSOPHY: BE A CONSULTANT IN MANAGEMENT CONTROL**

Under this purview, this module focuses on the management of value, accounting for what counts in a way that counts and the articulating of forecasts of various forms.

In this course, control is studied from the viewpoint of a consultant in management control and/or a company's board member. Students are prepared to take on positions as consultants or as top managers. Accordingly, this module does not develop techniques; rather the logic of control in real life.

## Module Learning Outcomes

Upon completion of this unit, you should be able to:

1. Take a job interview with wise and smart ideas about control
2. Reflect as a management accountant and be a worthy partner of organizational members (CEO, CFO, employees);
3. Design and "sell" a consistent and convincing management control system supported by strong arguments;
4. Construct and test your own model, finding relevant data.

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.
<table>
<thead>
<tr>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every session must be prepared in advance. Every session is organised around discussions regarding the paper and case study that shall be prepared in advance. NO NEW CONTENTS WILL BE DELIVERED IN CLASS. HOWEVER, CLARIFICATION OF CONTENTS WHEREWITH STUDENTS HAD ISSUES IN PREPARING CLASS WILL OCCUR UPON SPECIFIC REQUEST AT THE BEGINNING OF EACH CLASS. When discussing case study and paper, it will be assumed students read them, understood them and have also gone through the course booklet. Session will comprise of: - clarification of issues - academic paper discussion - new issues in MCS discussion - real-life case study discussion</td>
</tr>
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<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>• Continuous Assessment : 100 % The participation grade (oral participation around case studies and readings) aims at assessing your capacity for analysis and at inciting you to be as active as possible during the course. The case study (or the study to make) aims at developing your understanding of the links between theory and practice, your capacity for analysing, and your competencies to present the results of a study. Capability of persuading and being convincing will be central to this assessment. Writing proficiency and style will be assessed too.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course booklet. Case study booklet. Academic paper booklet.</td>
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<table>
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<tr>
<th>Bibliography</th>
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</table>

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## Syllabus

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<th>Patel Taran</th>
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<td>3.00</td>
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### Module Description

In today’s developing global village, characterised by massive migration and multiple inter-cultural encounters, people at work at large, and especially managers, need to develop soft skill competencies to cope with related emerging human realities. Various domains, from management in international corporations, negotiation with foreign business partners, marketing and communication policies in different world markets are all concerned.

The course combines varied materials, - readings, models, concepts, typologies - and pedagogical approaches - role plays, discussions, witness reports, experience confrontation - in order to raise self-awareness, inter-cultural sensitivity and to professionalise central issues as, for example, perception and attribution.

### Module Learning Outcomes

Develop awareness and knowledge with respect to the relativity of specific cultural orientations, as well as a sense and a capacity for empathy. Dispose of a variety of grids that allow reading culture issues in an objective manner and help generate hypotheses of positive interaction.

### Teaching Method

Readings, presentations, representations, exercises, short cases, discussions and confrontation of perspectives, personal, cultural, political, managerial.

Mode: highly interactive.

### Evaluation

- Continuous Assessment : 100 %

### Textbook
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novels:</strong></td>
</tr>
<tr>
<td>- Return to Laughter, Elenore Smith Bowen (Experience of an American anthropologist living alone with the Nigerian Tiv tribe; West African culture and outsider experience in an alien culture, patterns of similarity and difference, much to be learned from this!)</td>
</tr>
<tr>
<td>- A Loyal Character Dancer, Qiu Xiaolong, Inspector Chen and his American colleague investigating (between the lines, you may discover and decode specific features of Chinese society)</td>
</tr>
<tr>
<td>- Wild Swans, Jung Chang, (China from Sun Yat Sen to Deng Xiaoping, tied into a family biography; a profound insight and a painful experience)</td>
</tr>
<tr>
<td>- Watching the Tree, Adeline Men Yah (Chinese attitudes in the face of its spiritual superstructure)</td>
</tr>
<tr>
<td>- Anna Odinzowa, Youri Rytkeou (also: Rytcheou) (cultural revolution and Russian domination in Siberia, respect of diversity, cultural integrity; a beautiful novel)</td>
</tr>
<tr>
<td>- The Penguin, Andrei Kourkov (opaque relations of groups and power in post-soviet Russia, and follow-up novel &quot;Penguins never freeze&quot; where our protagonist ends up in Tchetchnia and finally comes back)</td>
</tr>
<tr>
<td>- Fear and Trembling, A. Nothomb (learn to understand how ethnocentric bias makes it difficult to understand a foreign culture, here Japan)</td>
</tr>
<tr>
<td>- The Bookseller of Kabul, Asne Seierstad, (a courageous enterprise by Asne Seierstad, and a rather factual picture of Afghani society after 20 years of war)</td>
</tr>
<tr>
<td>- The Kite Runner, Khaled Hosseini (Afghanistan California and back: a poignant story containing autobiographical elements and a lot of cultural insights)</td>
</tr>
<tr>
<td>- La Belle du Caire, Naguib Mahfouz (Egypt and society)</td>
</tr>
<tr>
<td>- The Cairo Trilogy, Naguib Mahfouz (Egypt and society)</td>
</tr>
<tr>
<td>- Le jour avant le lendemain, Jorn Riel (Eskimo culture meets civilisation)</td>
</tr>
<tr>
<td><strong>Second Class Citizen, Buchi Emecheta, West African Culture and London Exile</strong></td>
</tr>
<tr>
<td><strong>Essays:</strong></td>
</tr>
<tr>
<td>- In the Name of Identity, Violence and the Need to Belong, A. Malouf (on identity construction and existential need of identity)</td>
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<tr>
<td><strong>Culture specific books:</strong></td>
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## Program/Intake

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## Module Supervisor

<table>
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<th>Department</th>
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## Contact Hours

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## Module Description

This course objective is to tackle various management perspectives that will make of you more efficient managers and leaders. Many researches on the field tend to demonstrate that we, as responsible actors in the organization, need to handle decision making, team management, change management, reactivity and forecasting abilities... with constructive and reflexive approaches taking into account many environmental variables. NOTA, the encounters with many specialists who would fancy participating to this module may make us change the order of the themes and add some concepts to those listed below

1. Conduct efficient meetings, deal with prospective
2. Management and environmental transformations with new technologies Artificial intelligence, robots...
3. Critical thinking
4. Critical thinking continued with data analysis
5. Mindfulness and management efficiency
6. Individual and cultural perceptions on failures
7. Highlight leadership with harmony
8. Understand and use properly humor at work.

## Module Learning Outcomes

The main objective is to widen our looks, our observation of what is going on around us and further. Get to observe the many specificities in the work and economic environment; get curious and make links. Think systemic; macro; micro; see differences and transformations...be aware and get out of the box.

## Teaching Method

We shall be using cases studies; reflexive tools; role games; the objective being less to see theories than to experiment the different topics.

## Evaluation

- Continuous Assessment : 100%

  Group presentations on today's hot discussion topics

## Textbook

As the journal needs to be completed with references, (authors), read read read: articles, press, specialized reviews, books.

Find readings about "critical thinking", "prospective", "leadership", "mindfulness", "cultural specificities", "contemporaneous transformations and issues"

Ex:

Bihouix, 2016. Le bonheur était pour demain. Seuil

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### Ecole Supérieure de Commerce

#### Startup & Entrepreneurship Consulting

<table>
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<th>ECTS Credits</th>
<th>6.0</th>
<th>US Credits</th>
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</table>

| Module Description | This course is designed for students that will be involved in a creative, entrepreneurial or “intrapreneurial” (corporate) venture, and are interested in understanding how they can draw from their own creative skills. It is also appropriate for students who may someday work within an innovative company. Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by managers and organizations to create and operate innovations. |

<table>
<thead>
<tr>
<th>Module Learning Outcomes</th>
<th>The course is conceived around three main learning pillars:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Empathy: for understanding the company strategy, the challenges facing the company technology used and its boundaries, the value of the product, customer's problems.</td>
<td></td>
</tr>
<tr>
<td>-Creativity: for leveraging personal thinking preferences, everyday creativity, creative thinking techniques, idea selection approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies. The course uses fun and hands-on activities to stimulate innovation.</td>
<td></td>
</tr>
<tr>
<td>-User driven Business and Value creation: provide students a better understanding of how companies create value. What kind of value should companies aim for? Why? How can companies capture value through business models? How can companies sustain value by executing strategies, creating incentives and interacting into an ecosystems?</td>
<td></td>
</tr>
</tbody>
</table>

Developed skills and knowledge :

Upon completion of the course, the participants should be prepared to generate creative and actionable new concepts and features by using relevant methodologies and mindset.

This module is organised through consulting/customer relationship: students will work for a real company, meet a real customer with real deliverables. The company or the project is different every year.

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Cours : le travail d'un consultant – MVS – Communiquer à un jury</th>
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<tr>
<td></td>
<td>Etude de cas : le cas Strateo</td>
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<tr>
<td></td>
<td>Coaching (trois séances) par équipe tout au long de la mission</td>
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<table>
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<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>Real customer needs great work :</td>
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<tr>
<td></td>
<td>grading :</td>
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<td>Personal investment in the course</td>
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<td>Quality and originality of the project</td>
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<tr>
<td></td>
<td>Quality of deliverables (report and presentations)</td>
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<tr>
<td>Textbook</td>
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<tr>
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22/10/2019 - Copyright © Grenoble Ecole de Management. This syllabus is the property of Grenoble Ecole de Management. Prior permission must be obtained from Grenoble Ecole de Management for use in any other training or management program.
The "Business" of NGOs and the Rise of Social Enterprises

In the last decades, the activity and influence of non-governmental organizations (NGOs) in almost every country in the world has grown exponentially. NGOs have become central to policy making, the promotion of civic action, and the delivery of new quasi-public services. But NGOs continue to face a fundamental "business" challenge: they're nonprofits. The typical nonprofit business model has traditionally been focused on raising funds (private and/or public donations) to sustain operations, as well as to ensure the development and maintenance of their infrastructure to fulfill their respective missions.

But now, more and more entrepreneurs are founding social enterprise structures, referred to as the “fourth sector” (after private, public, and nonprofit) because they combine charitable missions, corporate methods, and diverse social and environmental philosophies in ways that surpass the traditional business and philanthropy models. Though the resulting structures can be complex, social enterprises are increasingly transforming traditional nonprofits and corporate philanthropy into new hybrid organizations.

This course will provide an overview of the structures, impact and historical role of NGO’s in the world. We’ll then discover how the disruptive emergence of the social enterprise movement is changing the game.

Students will:
- Demonstrate a general understanding of the key characteristics and related impact of NGOs and social enterprises in the world;
- Identify critical success factors for both traditional NGO structures and more innovative organizational structures such as social enterprises;
- Have a clear grasp of what it might take to successfully manage the multi-dimensional aspects a non-profit organization and how professional skills are an asset;
- Develop critical thinking and writing skills as well as skills of observation, synthesis, and connection.

This course is organized as a seminar. Classes will involve a combination of presentation, class and group discussions, and class and group activities. Students are expected to have read/viewed the material assigned for the day and be prepared to discuss it at that class.

It is important to remember that at this level, learning is a “two-way process”. The success of the class depends on students' contributions in the form of comments, questions, and real-life examples. Lectures, discussions, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers (when available) will be utilized as the foundation for this course.

Course assessment will be made up of: a midterm exam covering lectures/readings from the beginning of the course (20%), six short response papers on reading assignments throughout the semester (45%), and one group project exploring the nature of the NGO sector and/or existence of social enterprises in distinct parts of the world e.g., Latin America, Western Europe, Central and Eastern Europe, Asia, Africa (35%).
|-------------|--------------------------------------------------------------------------------------------------|

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## Syllabus

**Program/Intake**
- Ecole Supérieure de Commerce

**Module Supervisor**
- Rose Janna

**Academic Year**
- 2019-2020

**Department**
- HOS

**Contact Hours**
- 24.0 hours

**Total Study Hours**
- 78.0 hours

**Coefficient**
- 1.0

**ECTS Credits**
- 6.0

**US Credits**
- 3.0

### Module Description

Businesses are growing in the science and technology industries, just as the sciences and technologies that we use in the workplace are changing. More and more, governments are calling for bigger and better products from laboratories to be made available to consumers. This course will look at some of the issues that are unique to management in science-based industries. We will overview science- and technology-based industries along with their latest state-of-the-art discoveries. Next, we will discuss the people who do science and management in these specific settings. Considering theories about knowledge workers, we will investigate different management styles and strategies that can be used. This will lead to discussions about innovation and the cultures or climates in organizations that support new ideas and products. From entrepreneurial and management perspectives, we will consider Technology- and Science-based Business Development, Research & Development, Innovation Management, Structural and Cultural Transformations, Ethics, Regulations, Validation procedures, Various Business Models, and Financial Stability in long-term research. Finally, we will talk about the future of science and technology and future directions for management in these unique and dynamic industries. Throughout the course, we will move from micro- to macro-, examining the management of science, knowledge, and scientists from individual concerns, to the workplace, the organization, and finally to the current global arena.

When possible, and based on the comportment of the students, the professor will arrange to take the students to visit one of the scientific facilities near GEM. This is often a very rewarding experience for everyone involved.

### Module Learning Outcomes

1. Students will learn about different types of science-based businesses, from pharma to engineering, or from environmental services to chemical plants. Surprisingly, many industries are based on science (new fabrics in textiles, new glue for post-it notes, etc...).
2. Students will discover the unique issues that science-based businesses face, from high regulation to motivating scientists as employees, and how firms work through or around these issues.
3. Students will explore the social impacts of technology and science, and how scientific and technological change can influence social relationships and expectations.
4. Vice versa, students will gain a better understanding of how society and politics shape and influence scientific research and technological innovation.
5. Students will debate and discuss the best practices for R&D and the latest theories for promoting innovation in scientific organizations.
6. According to students' interests, the "hottest" advances in science and technology will be researched and baselined for possible disruptive properties.
7. Concepts surrounding 'knowledge' and how it is valued will be highlighted and discussed.
8. Students will be expected to imagine future markets and industries based on current rates of change and improvements in technology and science.

### Teaching Method

- Lectures, In-class group work, Discussions on Cases, Debates, Presentations, Small groups and individual assignments
| Evaluation          | • Continuous Assessment : 100 %  
                      | 30% will be a group presentation  
                      | 70% will be an exam            |
|---------------------|--------------------------------|

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The dark side of Management

<table>
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<td>HOS</td>
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<th>ECTS Credits</th>
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**Module Description**
This optional module invites students to reflect on the dark side of management. Topics covered include: when critiques of capitalism are coopted by capitalist firms; when fun is used as an insidious mode of control; when the discourse on employability is used to hide workers' precarity and when management organizes unpunishable violence.

**Module Learning Outcomes**
The main objective is to learn to discuss critically management's practices and assumptions. Students will stretch their capacity to interrogate, and ultimately transform, management practices that are harmful to workers and, more broadly, to society. This module will train your capacity to read from a wide range of perspectives in the social sciences, including sociology, philosophy, critical theory, economics, postcolonial studies and management studies.

**Teaching Method**
The lectures will be delivered in a friendly environment that is conducive to discussion. In addition to lecture slides, the classes will rely on videos and in-class case studies. Students will be expected to read case-studies and academic papers from top academic journals such as: Business Ethics Quarterly; European Journal of Social Theory; Human Relations; M@n@gement; Organization; Organization Studies.

**Evaluation**
- Continuous Assessment : 100 %

This module trains students’ capacity to reflect critically on their (future) practice as managers. It invites them to analyse individual and organisational phenomena from a broader perspective that covers major economic, social and political mechanisms. The themes and theories studied are contentious both among scholars and among practitioners. For all these reasons, a relatively long (2,500) home-based essay seems particularly appropriate.

**Textbook**

**Bibliography**

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# The science of attention & influence in Marketing

## Program/Intake

<table>
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<tr>
<th>Ecole Supérieure de Commerce</th>
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## Academic Year

2019-2020

## Module Supervisor

Trendel Olivier

## Department

MKT

## Contact Hours

<table>
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<tr>
<th>Hours</th>
<th>24.0 hours</th>
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## Total Study Hours

48.0 hours

## Coefficient

1.0

## ECTS Credits

6.0

## US Credits

3.00

## Module Description

This course is about the science of persuasion. It aims to explore how managers, marketers, and communicators can be more persuasive, increasing with that their message diffusion and individual's compliance.

The purpose of this module is to understand the techniques and strategies most commonly and effectively used by a broad range of compliance practitioners. The course will be divided into two blocks.

The first block aims to develop students capacity to create messages that stick. This part of the course will focus on the Principles of Stickiness—principles that lead messages to succeed. This block will center on advertising, and the elements that should be present (avoided) to create a message that will be remembered. The capstone of this block will be the Advertising Project—a group project in which you use the principles of stickiness to create and pitch a TV spot.

The second block consists of crafting communications that influence behavior. This part of the course will focus on the Principles of Influence—universal principles that motivate a person to comply (i.e., to say "yes.") This part of the class will be integral to personal selling, direct marketing, and sales promotions. The capstone this block will be the Consulting Project—a group project in which you apply the principles of influence to change people’s behavior.

## Module Learning Outcomes

- Be more persuasive in all aspects of your professional and personal life
- Understand the psychology that underlies marketing (and other) communications
- Have a toolkit for creating messages that stick
- Have a toolkit for crafting communications that successfully influence behavior

## Teaching Method

The course will consist of lectures, readings, discussion, in-class exercises, home assignments, case studies, and group projects.
Evaluation

- Examination: 40%
- Continuous Assessment: 60%

Class participation and Reflection papers (20%)
For each chapter, you will turn in a “Reflection.” Reflections will be short documents developed like journal entries for reflecting and thinking more deeply about the material read. For example, you can make connections to your life or talk about what you found most interesting. Each reflection must be at least 1/2 page and can be as long as 4 pages.

Group Projects (40%)
You will have two group projects: The Advertising Project and the Consulting Project.

Exam (40%)
Closed book exam about the content developed in class.

Textbook

- Book 1: Made To Stick: Why Some Ideas Survive and Others Die by Chip Heath & Dan Heath
- Book 2: Influence by Robert Cialdini

Bibliography

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### Module Description

Between sports management and management in organizations, one can observe some similarities and divergences. The management of sportive teams, athletes and clubs is often taken as an example of efficient management, because it is linked with performance, competition, team spirit, dynamism, challenge... The coaching aspect of athletes is now what is being asked to proximity managers who should know how to motivate their teams; help them to perform and over perform. We note as well that in the sports environments, the training aspect is of utmost importance. And who says training also allows for efforts to not meeting success straight away.... thus sports allow for failures and accept them as opportunities to think about how to perform better. Perceptions of such notions in the work environment may not be the same as in sports environments. It is also interesting to have a look at national cultures and the different discourses in history concerning performances in sports versus performances at work.

### Module Learning Outcomes

- Have a thorough analysis of management through the lenses of sports management
- Look at failure and rehearsal as opportunity to improve performance (don't always be in a hurry, allow for time)
- Be aware that competencies are all an advantage for teams. It is non-sense to recruit clones. See that proximity management works better than authoritative management; even if this is a matter of culture (of course, when we look at the expressions of anger in rugby challenges, we might think that this is what works best..., but this is rather ritual).

### Teaching Method

The students will be required to find live examples, and make a continuous comparison between what is observed in sports management and what is observed in work environments. Some cases and games will be used.

### Evaluation

- Continuous Assessment : 100 %

### Textbook

Anders Ericsson concept of 10 000 hours to mastery; Shawn Achor on the Secret to Reaching Big Potential any reading on motivation; leadership; issues related to failure perceptions Any literature from sports managers; sports history.

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