GRADUATE SCHOOL OF
MANAGEMENT

ESC
CLERMONT

SCHOOL FOR LIFE
SINCE 1919

Programme
Master Grande Ecole

**Academic booklet - MGE3 Classic
2019/2020**

MASTER GRANDE ECOLE - MGE3 CLASSICAL MASTER PROGRAM

Acquire advanced skills in a trade
Measure the complexity of the company and the impact of decisions

CODE	MODULE	RESPONSIBLE PROFESSOR	COURSE HOURS	PERSONAL WORKING HOURS	CREDITS ECTS
	Interdisciplinary seminar		**108**	**117**	**9**
GE09B-SEMI	Interdisciplinary seminar	ALBERT Anne - BARGUES Emilie - BORODAK Daniela - DOS SANTOS Catherine MONNIN Alexandre	90	110	8
GE09BJ1-00	Business game	METZ Kevin	18	7	1
	General Culture		**6**	**69**	**2**
GE09BH3-00	Great Oral	ALBERT Anne	6	69	2
	Specialization of your choice		**162**	**313**	**19**
GE09SPE-01	Purchasing and Supply Chain Management	ALSAC Pierre	162	313	19
GE09SPE-02	Business development	BANOUN Arnaud	162	313	19
GE09SPE-03	Management control	AISSA Mahassen	162	313	19
GE09SPE-04	Start-up culture and entrepreneurship	CAILLOUX Fabrice	162	313	19
GE09SPE-05	HR development and support for mobility	NIVET Brigitte	162	313	19
GE09SPE-08	Digital marketing and communication	GALLIE Jean-Baptiste	162	313	19
GE09SPE-09	Business Intelligence	DOUAILLAT Sébastien	162	313	19
GE09SPE-10	Digital design manager	LANDIVAR Diego	162	313	19
GE09SPE-11	Car marketing and mobility	PUISEUX Florence	162	313	19
GE09SPE-12	Financial Engineering and Innovation in Finance	RANNOU Yves	162	313	19
GE09SPE-14	Sport business	PATS Anne	162	313	19
	Preparation for professional integration		**18**	**7**	**0**
GE09BP0-00	Professionalization workshop	BLANCO Valme	18	7	0
	Experience in a company				**15**
GE10BP1-00	End-of-study internship and academic and professional	BLANCO Valme			15
	Research				**15**
GE10BP2-00	Thesis	ALBERT Anne	13	362	15

	TOTAL		294	506	60

Alexandre MONNIN

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Marie-Cécile Godwin Paccard,
Affiliated Professor, Designer

Nicolas Roesch,
Affiliate Professor, Designer

Xavier Fourt,
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Permanent Professor in Management and Organisational Theory

Gauthier Roussilhe,
Affiliate Professor, Designer

Patrick Degeorge,
Affiliate Professor, Philosopher

Code : GE09B-SEMI
Students : MGE3
Language : English
Face-to-face hours : 90
Total work : 110
ECTS credits : 8

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The purpose of the ESC Clermont Interdisciplinary Seminar in English is to present students with both the challenges of a world in profound change, marked by the consequences of entering the Anthropocene, and the tools and methods designed to adapt the modalities of action to these new coordinates. This is why the emphasis has been placed on design in its plurality: design fiction, speculative design, design research, design of uses, instances or public policies: the field multiplies the catches and testifies to the need to bring out practitioners capable of grasping the most urgent issues far beyond the usual framework of management or organisations, still marked by the weight of companies and their operating methods. Today, however, these same organisations are powerless in the face of the magnitude and complexity of the issues at stake. Moreover, we are increasingly witnessing the integration of design-inspired methods both within corporations and at the heart of public administration, at all levels. For all these reasons, it seems vital to us to open the education provided to business school students to these horizons. This training will bring together, around Alexandre Monnin (permanent professor at the ESC Clermont International Group, research director of Origens Medialab, member of the Etalab mission's expert network, GDS Ecoinfo, expert at the Shift Project, president of Adrastia association), an ecosystem of researchers and design professionals who have taken the challenge of establishing themselves in the AURA region in order to renew their practices and thus respond to the transformations underway: Marie-Cécile Godwin-Paccard, founder of the Lyon-based collective Common Futures, which confronts the practice of design professionals with the horizons opened up by the Anthropocene, Xavier Fourt, of the internationally renowned duo "Bureau d'études" (https://bureaudetudes.org/), Nicolas Roesch, researcher at the Cité du Design of Saint-Etienne, Gauthier Roussilhe, designer specialised in Low Digital Tech (http://gauthierroussilhe.com/en), without forgetting Emmanuel Bonnet, professor-researcher at the ESC Clermont, specialist in organisations and their limits and Patrick Degeorge, director of the Anthropocene Curriculum of the ENS de Lyon, formerly expert at the Ministry of the Environment on biodiversity conservation and adaptation to climate change issues (2004-2017).

SKILLS TO BE ACQUIRED

—Introduction to design and some of its methods.
—Ability to situate management in relation to design.
—Understanding of contemporary issues.
—Ability to develop strategic and forward-looking thinking.
—Introduction to ethnographic methods.

TEACHING METHODS

—Lectures.
—Workshops.
—Group work.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Launch day of Seminar 1/2 (MCGP)	3h
2	Launch day of Seminar 2/2 (MCGP)	3h
3	Innovation and design (NR)	3h
4	Applied Design Research (R&D) Methodology	3h
5	Definition of the different types and stages of collapse (XF)	3h
6	Corporate social organisation (XF)	3h
7	Build a specification (XF)	3h
8	Description of the deliverable and scoring criteria (XF)	3h
9	Focus on the design scenario (NR)	3h
10	Focus on the design scenario (NR)	1h30
11	Introduction to the subject of biodiversity in cities (NR)	3h
12	Introduction to the subject of biodiversity in cities (NR)	3h
13	Design and management: the example of the Grande Ecole's in France (AM)	3h
14	MS	1h30
15	Design, Anthropology and Organisations (AM)	3h
16	The unsustainable luggage of the design (GR)	3h
17	Nature, resources and territories (GR)	3h
18	The technique (GR)	3h
19	MS	3h
20	MS	1h30
21	Experimentation day of centred design and use 1/2 (MCGP)	3h

22	Experimentation day of centred design 2/2 uses (MCGP)	3h
23	Management and design in the Anthropocene era (AM)	3h
24	Presentation of the Closing Worlds (AM) project	3h
25	Work on research notebooks (AM)	3h
26	Work on research notebooks (AM)	1h30
27	Student Presentations (XF)	3h
28	Balance sheet (XF)	1h30
29	Overview of the Anthropocene 1/3 (PD)	3h
30	Presentation of the research notebooks (AM)	3h
31	Overview of the Anthropocene 2/3 (PD)	3h
32	Overview of the Anthropocene 3/3 (PD)	3h
33	Preparation for the Final Examination (AM)	1h30

ASSESSMENT

Modality	Type	%
Individual	Continuous monitoring	50%
Individual	Final Exam	50%

MODULE BY MARIE-CÉCILE GODWIN PACCARD

Monday, September 23rd - 8:30 am / 4 pm
Launch day of the seminar.
In the form of various informal participatory workshops, presentation of the general context of the seminar, "team building" through participatory activities to share points of view and ideas.

- Context of the seminar
- Overview: Anthropocene and design
- Off-centre: reflections on landing, territory, technology and business in the Anthropocene
- Documentation: why and how

Rendering: collectively, documentation of the themes addressed in a shareable format.

Tuesday, October 22nd - 8:30 am / 4 pm
Experimental day of centred design and use in groups of 5-7 students:

- choice among 3 issues directly resulting from the courses given upstream / from the global theme chosen and affordable in a territory very close to the school
- divergence: analysis of the chosen problem and reformulation
- problem mapping, documentary research, field observation, interviews
- choice of a point in the map to attack
- design of a typical use case
- design of solutions related to the problem and the chosen use case
- quick presentation to the rest of the group

Rendering: Each group will document their work for the day in a shareable format.

MODULE BY NICOLAS ROESCH: DESIGN AND BIODIVERSE CITY

Design today appears to be a rapidly changing profession. First a discipline of aesthetics, design is now emerging as a discipline of complexity management and is becoming strategic for many corporations. In daily practice, designers discuss, advise and build relationships. Solutions no longer necessarily come in the form of objects but as services, training courses, digital applications, scripts or texts. The economic successes that the discipline has brought are no longer to be demonstrated and design is recognized as a major factor in innovation. But under the current conditions of change, from the perspective of the Anthropocene, design must question our relationship to the world and shift the paradigm.

After having been introduced to the challenges of innovation and design research methods, students will question our relationship to biodiversity in urban areas. The city is proposed to students as a space for reflection to imagine new organisations with the living, a new way of living together. Students will participate in and lead a series of workshops that will raise their awareness of both the Anthropocene and methods of co-creation through design. They will be asked to develop a micro-research in design, to bring their unique perspective on the issue and adopt a designer's perspective to imagine new relationships, interhuman and interspecific.

Students will thus need to apply their capacity for empathy, organisation, cooperation and projection in the near future through an introduction to design research methods.

I - Introduction to design and research in and through design:

Course 1: Innovation and design

An introduction to innovation through use and the positioning of design with regards to innovation with the following theoretical framework:

- The different fields of innovation will be introduced and defined.
- Innovation through design requires taking into account the plurality of knowledge, know-how and controversies. An introduction to Michel Callon's "Hybrid Forums" and the sociology of innovation will raise students' awareness of the difficulty of producing common worlds.
- A critique of the notion of innovation will broaden the subject by introducing the notion of progress. Design can contribute to and support a social project rather than keep companies competitive.

Course 2: Applied research method in design

The designer cannot be a specialist in all situations of use, but he knows how to become an expert in the situation, the context, that will be presented to him. In this course, we will analyse the process of research and design creation:

- A schematic presentation will lead students to examine the different stages that structure the design process: the study of the context, the different forms of acculturation, ideas, prototyping and experimentation;
- A difference will be made between forms of sociological survey and design surveys. Their complementarity will be highlighted.
- A difference will be made between the designer's own creativity and co-creation workshops.

Course 3: Focus on the design scenario

Scripting is a mechanism that has become a major part of the designer's creative process. Giving shape to processes and organisations that are imagined often appears complex. We will thus develop in this course a series of examples and principles that will illustrate various steps:

- Birth and use of the script from the point of view of design as a discipline;
- Forms of anticipation (fiction design, speculative design, prospective design, etc.) will be presented and the strategic role of this practice developed;

- The use of the scenario generates a relationship to time that is part of a contemporary dynamic: prediction, as can be seen in the use of algorithms;
- An introduction to Hans Jonas' principle of responsibility and ethics in design will shed light on the need to measure the impact of an idea through scenarios.

II - design and living together:

Course 4: Introduction to the subject of biodiversity in cities

Since a large part of the designer's work is to be empathetic with the user, working on biodiversity requires students to adopt a radically different point of view, that of otherness. Biodiversity in the city, an environment directly accessible to students in their daily lives, offers a wide field of investigation. This course will introduce the different issues and concepts necessary to engage the series of micro-research workshops in design.

- An introduction to the global challenges of biodiversity will position the subject from a global perspective;
- A presentation of concepts that tend to reshape the relationship between nature and culture will invite students to change their view. Notions of biology, naturalism or geophysics will support this philosophical approach and help to place the subject in a systemic relationship to the different fields of hard and social sciences;
- A focus on ecosystem services in cities will present the main axis on which design can or does intervene. Students will be encouraged to think about living together and organizing the city with non-humans.

III - The Workshops:

Five workshops will take up the designer's research process in the form of a micro-research, inviting students to investigate and problematise subjects by affinity. In groups, they will organize quick surveys and a co-creation workshop. Accompanied by methodological tools and teaching materials, they will develop a reflection between empathy and controversy. The objective is to produce a scenario with a focus on living together (including with non-human) in the city by the year 2050. A presentation and discussion with the other groups will allow ideas to be self-evaluated and to exchange feedback.

Each group will be evaluated. The evaluation criteria will focus on their capacity for empathy, organisation, cooperation and scenario relevance in the short and medium term.

MODULE BY ALEXANDRE MONNIN

Alexandre Monnin's interventions will complement the other modules to clarify certain aspects not covered by the other participants, supervise the writing of the research notebooks and prepare for the final exam.

Course n° 1: Design and management: the example of the 'grandes écoles' in France
Course n° 2: Design, Anthropology and Organisations
Course n° 3: Management and design in the Anthropocene era
Course n° 4: Presentation of the Closing Worlds project
Course n° 5: Work on research notebooks
Course n° 6: Work on research notebooks
Course n° 7: Presentation of the research notebooks
Course n° 8: Preparation for the final exam

MODULE BY EMMANUEL BONNET

Organisations and world making: beyond clichés?

In *Images of Organisations*, Gareth Morgan states that "we need new metaphors that help us to rebuild ourselves, our society, and our relationship with planet earth."; "we need new

metaphors that help us remake ourselves, our society, and our relations with the planet earth" (Morgan, 1997, p. 294). But can we produce images of organisations without maintaining clichés? The world of organisations and management is full of clichés. A cliché is not only a stereotype or stylistic figure, but the production of an image that acts on the world, that captures and freezes the world to make it the target of our actions (Deleuze, 1989, Harney, 2005). Thus, theories of organisation and management are based on clichés to understand the world as a mouldable, actionable, manageable entity, to make it conform to our needs, or even to make it better. In this course, we propose to investigate and test these images of organisations by confronting them with other ways of understanding the world that go beyond and deconstruct the power of clichés.

Session 1: "Clichés and Organisations": *"Can organisations repair the world?"* General introduction and exercise from a video (SAP). Synthesis of the main 'modern' models of the WTO (Morgan, 1997; Hatch, 2013).

Session 2: "Organizing and World-making": (i) Introduction to the procedural shift: *"Is the world an organisational phenomenon in the making?":* the case of Hurricane Katrina (Hernes, 2008) (ii) *"Making the world work on damaged land"*: the case of the Matstutake supply chain (Tsing, 2015). Methodological point for the final exercise: speculative narrative and presentation of the last workshop.

Session 3: "Sustainability in the Trouble": Workshop on speculative narrative around a cliché. Students will work in groups around a cliché they have experienced around the "sustainability" of an organisation, a situation, a tool, a solution, etc. The objective is to produce an alternative narrative to the vision of a world embodied in this cliché. The challenge is not to create another world but to find the possibilities beyond clichés.

Bibliography

- Deleuze, G. (1989) *Cinema 2. The Time-Image.* The Atlone Press.
- Harney, S. (2005) "Why Management is a cliché?" "*Critical Perspectives on Accounting."* 16, (5), 579-591.
- Hatch, M-J (2013) *Organization Theory. Modern, Symbolic and Postmodern Perspectives*. Oxford University Press.
- Hernes, T. (2008) *Understanding Organization as Process : Theory for a Tangled World.* Routledge.
- Morgan, G. (1997) *Images of Organization,* Sage publications.
- Tsing, A-L (2015) *The Mushroom at the End of the World*, Princeton University Press.

MODULE BY GAUTHIER ROUSSILHE

The course will first be structured around the economic dimension of design (and vice versa) in order to understand the challenges of reorienting design in a constrained world. The creation of value through design will be explained as well as the influence of economic discourse on design.

Secondly, based on the economic myths mentioned in the previous section, the relationship between the exploitation of "Nature", the question of limited resources and the imaginations of societies living within ecosystems boundaries will be articulated. The question of territory (bioregion, localism/cosmopolitanism) will be touched upon.

Finally, the last intervention will focus on the technological issues in constrained societies. The myth of technological progress will be reexamined at the edge of risk and the challenges of low-tech will be explored in the same way.

Course 1 - Unsustainable design luggage

1. What economic thoughts

   - History of classical and neoclassical economics through design
   - Creating value through design
   - The question of global limits in economics

2. The economic nature of design

   - The economic myths of modern design
   - Towards a post-growth design

Course 2 - Nature, resources and territories

1. Introduction to the issue of Nature and resources

   - Beyond Nature and Culture (Descola, Clastres)
   - The anthropocentrism of the "Resource".
   - Rethinking abundance and exchange (Sahlins)
   - Organize by system/group (energy/water/waste management/food production)

1. Thinking the territory

   - Theoretical introduction (J. Thackara, E. Manzini, etc.)
   - Essay on the mapping of cosmopolitan links of a carried object

Course 3 - The technique

1. The historical and conceptual question

   - The technical/technological difference (Simondon, Duperrex, Borgmann)
   - The historiography of the technique (D. Edgerton, J. B. Fressoz)

2. Design of technical and energy systems

   - The new technical and energy imaginaries
   - The question of low-tech

MODULE OF XAVIER FOURT

The company in the collapse

The seminar focuses on different types of collapses and how the way they occur affects the activity of companies. The objective of the seminar is to put into practice tools projection, analysis and schematisation to represent a company, the way it is affected by collapse and therefrom devise scenarios regarding how it may evolve. The goal is then to imagine, design and advocate specific actions for corporations in the context of a collapse.

Research and the production of a deliverable will take place through affinity groups corresponding to corporations chosen by the students themselves. The evaluation criteria include both theoretical skills (understanding of the issues collapses in companies, ability to project oneself, to use terminology used during the seminar, to relate data or information to

the analysis of a context), methodological (ability to use the tools provided in a clear, structured and transparent way), practical (ability to construct a purpose and communicate it through a document and through an oral presentation), behavioural (ability to work in a group in a way that organized).

DAY 1 - 25/09 - 6 h

[Morning: 3h]
Definition of the different types and stages of collapse. Difference between risk management and management of the collapse. Apply to the specific context of the company: each student offers one or two companies. Composition of groups of 3 or 4 people from the listed companies. Definition of roles in the group. Company analysis questionnaire.

[Afternoon: 3h]
Social organisation of the company. Spatial organisation of the company. Collapse scenarios. Concepts of resilience, requalification. Choice of scenario, choice of values in the collapse. Analysis of the company's vulnerabilities with regard to the collapse identifiable in social and spatial organisations.
Exploratory research based on collapse types.
Paint with a broad brush the basics of a scenario based on the elements highlighted in the questionnaire.

DAY 2 - 26/09 - 6h

[Morning: 3h]
Build a specification. Codification and schematisation modes. Takeover of the monitoring and development work.

[Afternoon: 3h]
Description of the deliverable and Rating criteria. Build an idea for concrete action from the analysis of the company. Build a pitch.

DAY 3 - 25/11 - 4h30

Ten-minute presentations per groups with screening and handing over of the document of presentation. Balance sheet.

MODULE BY PATRICK DEGEORGE

A thorough introduction to the Anthropocene and climate change.

BIBLIOGRAPHY

- Ferrari, Marco, Elisa Pasqual, et Andrea Bagnato. 2019. *A Moving Border: Alpine Cartographies of Climate Change*.
- Latour, Bruno. 2018. *Down to Earth: Politics in the New Climatic Regime*. Translation. Cambridge, UK; Medford, MA: Polity Press.
- Boehnert, Joanna. 2018. *Design, Ecology, Politics: Towards the Ecocene*. New York: Bloomsbury Academic, An imprint of Bloomsbury Publishing Plc.
- Unknown Fields Division, Neasden Control Centre, and City Edition Studio (Bristol). 2016. *Tales from the Dark Side of the City*. London: AA Publications.
- Vogel, Steven. 2015. *Thinking like a Mall: Environmental Philosophy after the End of Nature*. Cambridge, Massachusetts: MIT Press.
- Tsing, Anna Lowenhaupt. 2015. *The Mushroom at the End of the World - On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press.
- Fry, Tony. 2014. *City Futures in the Age of a Changing Climate*. 1re éd. Routledge.

- Bureau D'Etudes. 2014. *An Atlas of Agendas: Mapping the Power, Mapping the Commons*. Eindhoven, Netherlands: Onomatopee.
- Descola, Philippe. 2005. *Par-delà nature et culture*. Paris: Gallimard.

LEARNING GOALS

LG1 / Acquisition of the theoretical and practical skills required for a career in management.

☐ 1.1 / Students will learn how to use basic management skills and master technology available to managers

☐ 1.2 / Students will acquire expertise in a particular field or domain of management linked to a group of sectors

LG2 / Integration of diversity

☒ 2.1 / Students will be capable of identifying and adapting themselves to different professional, cultural and social circumstances

☒ 2.2 / Students will be able to integrate these skills into their future managerial activities

LG3 / Management and Leadership skills

☐ 3.1 / Students will know how to integrate a team

☐ 3.2 / Students will learn how to successfully manage and motivate a team

LG4 / Demonstration of innovative skills and entrepreneurial spirit

☒ 4.1 / Students will be capable of developing new concepts

☒ 4.2 / Students will know how to implement these in alignment with their company's development strategy

LG5 - Development of a strategic vision in a complex and constantly changing environment

☒ 5.1 / Students will acquire the ability to think and act independently as well as exercise critical judgement and thinking skill

☒ 5.2 / Students will be able to step back and put a situation into perspective

☒ 5.3 / Students will know how to cooperate with the various stakeholders

LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

MASTER IN MANAGEMENT PROGRAMME

BUSINESS GAME

Kevin METZ, Professor

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Kevin Metz, Professor
Philippe Maillebuau, Professor
Anne Albert, Professor
Pham Nguyen, Professor
Marina Bourgain, Professor

Code : GE09BJ1-00
Students : MGE3
Language : English/French
Face-to-face hours : 18
Total work : 7
ECTS credits : 1

Prerequisites

No Prerequisites

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

This online business simulation game is about managing and making decisions in an international company and working in a team. What kind of decisions need to be made to improve the firm's competitive advantage and improve its performance? The course provides a comprehensive approach to enhance team performance and charts all the key aspects of the team's dynamic coherence.

SKILLS TO BE ACQUIRED

—Understand Team Systems.
—Comprehend Team Development.
—Manage Team Meetings.
—Understand the global business environment.
—Develop the company's competitive advantage.
—Design a company's strategic plan.
—Manage the Team Decision-Making Process.
—Make relevant and effective decisions.
—Manage a company profitably.

TEACHING METHODS

A Team Based Learning Pedagogy is used. The seminar is based on a global competition "Business Game" in which each team must be able to analyse competitors' strategic positions and make their own decisions in a dynamic global industry to gain in competitiveness and make profits.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Introduction and Organisation Seminar Presentation of the Business Game Trial period Real game period 1 and 2. Debriefing	*6h*
2	Period 3 – 6 Strategic plan for each company (3 pages maximum) Debriefing	*6h*
3	Promotional material: creation of print ad, video, or commercial Period 6 – 10 Final Strategic Report to Shareholders Final Debriefing	*6h*

ASSESSMENT

Modality	Type	%
Collective	Strategic Plan	20%
Collective	Promotional Material	20%
Collective	Final Strategic Report	50%
Collective	Company Results	10%

BIBLIOGRAPHY

- www.cesim.com
  - CESIM Global Challenge: Simulation for International Strategy
  - Mobilé Inc: case description
  - Guide to decisions

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LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

Anne ALBERT-CROMARIAS, Professor

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Code : GE09BH3-00
Students : MGE3
Language : French or English
Face-to-face hours : 6
Total work : 69
ECTS credits : 2

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The "Grand Oral" is an individual test, which marks the end of the student's programme. It consists of a thirty-minute test, which includes a fifteen-minute oral presentation. Followed by questions from a jury of two or more people (permanent or affiliated professor(s) of the ESC Group, and possibly a person from the professional world of companies or public institutions).

The "Grand Oral" planning schedules the day and the time of each student's presentation: convocation at a specific time to draw a topic and then prepare it, and presentation to an examiners team.

The candidate randomly draws three topics from a hundred or so - all of which are formulated in both French and English. These topics, of a "general" or "societal" type, are related to the relations of companies and their major functions with the actors and factors of the global, national and international socio-economic environment.

They choose one of the three topics, which they prepare individually, without documents, for one hour in the preparation room.

After preparing the topic for one hour, the student makes his or her oral presentation to one of the examiners team.

The thirty minutes of the "Grand Oral" can be split up as follows:

—Fifteen minutes: student's presentation on the chosen topic, without interruption, taking care not to exceed the time limit.

—Fifteen minutes: questions from the examiners to clarify deepen or contest certain elements of the argument, and possibly, questions at the discretion of the members of the jury on other issues of their choice, within the limits of the general objectives of the test.

SKILLS TO BE ACQUIRED

The "Grand Oral" aims to evaluate in the candidate:

—Their knowledge of the main theories and techniques of business management.

Prerequisites

Have completed all the modules of the Master's programme.

—Their understanding of contemporary technological, economic, social and societal issues and changes, both national and international, and their impact on the functioning of companies.
—Their cultural openness.
—Their ability to pose a problem and to conduct an argument methodically.
—Ability to analyse, synthesise and express oneself orally.

The scoring is given according to an evaluation grid available on the LMS and ENT.

TEACHING METHODS

The list of topics is available to students at the beginning of the academic year on the LMS and ENT.
Preparation sessions for the Grand Oral are organized during the semester (1st semester for students in the classical course, 2nd semester for students in the alternating course).

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Method for the structure of the topic and the development of the problematic issue	*1,5h*
2	Presentation of the practical details of the test and the evaluation criteria Appropriation of the different topics	*1,5h*
3	Economic and social news related to the different topics	*1,5h*
4	Concepts and current business events related to the different themes	*1,5h*

ASSESSMENT

Modality	Type	%
Individual	Oral exam	100%

BIBLIOGRAPHY

- All the references recommended in the various modules followed by the student during his/her programme.

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☒ 5.3 / Students will know how to cooperate with the various stakeholders

LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

Pierre ALSAC, Associate Professor

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Pierre ALSAC
Veronique GAUFRETEAU
Companies:
Michelin,
Bricomarché,
Babymoov,
Multitransports

Code : GE09SPE-01
Students : MGE3
Language : English
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The buyer and supply-chain management function (SCM) plays direct decisive strategic role in a company's organization and its performance. SCM requires varying skills and is present in a wide range of business activities.
This module will enable students to acquire the knowledge, concepts, methods and tools required to become a SC manager. The SC Manager must have the ability to develop both a strategic vision and operational skills.
The SCM program is based on the reference system developed by APICS; the main professional body in this field. Students will be able to pass the BSCM (Basics of Supply Chain Management) certificate which is recognized internationally.

SKILLS TO BE ACQUIRED

- Understand purchasing role processes.
- Identify the methods and best practices for purchasing negotiation.
- Know the specific rules and the tools required for international purchasing.
- Know how to assess overall costs.
- Know how to manage a portfolio of suppliers.
- Identify the challenges of SCM.
- Acquire sales forcasting techniques.
- Understand the various levels of planning.
- Acquire the methods for management of inventory and supplies.
- Acquire the concepts of Lean Management and Total Quality.
- Identify the impact of new technology and e-commerce.

TEACHING METHODS

- Affirmative Method: presentation of tools and concepts.

- Interrogative Method: experience sharing, guest speakers, real-life cases.

- Active Method: creation of a sourcing file.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	The expression of purchasing requirements	7h
2	International purchasing	14h
3	Selecting suppliers: Identification, RFI (Request for Information), RFQ (Request for Quotation)	17,5h
4	Purchasing Negotiation: Relation Techniques and Management	14h
5	Purcharing costs: Cost analysis, assessment of real costs and "design to cost"	14h
6	Management of a supplier portfolio: analysis and strategic development	14h
7	Fundamentals of Supply Chain Management	7h
8	Management of demand and forecasting techniques	3,5h
9	Planning and management of capacity: the MPC system (Manufacturing, Planning and Control	14h
10	Lean Management and Quality Systems	7h
11	Distribution management:	7h
12	Development and impact of e-commerce	3,5h
13	Performance Management: indicators, dashboards, benchmarking	7h

ASSESSMENT

Modality	Type	%
Individual	Case Study : Presentation, Analysis	50%
Collective	Excercises and Multiple Choices	50%

BIBLIOGRAPHY

- Philippe PETIT, All Purchasing function, Dunod
- Olivier BRUEL, Purchasing Management, Economica
- Robert MONCZKA, Purchasing and Supply Chain Management, Cengage
- Tony ARNOLD, Materials Management, Pearson

LEARNING GOALS

LG1 / Acquisition of the theoretical and practical skills required for a career in management.

☒ 1.1 / Students will learn how to use basic management skills and master technology available to managers

☒ 1.2 / Students will acquire expertise in a particular field or domain of management linked to a group of sectors

LG2 / Integration of diversity

☒ 2.1 / Students will be capable of identifying and adapting themselves to different professional, cultural and social circumstances

☐ 2.2 / Students will be able to integrate these skills into their future managerial activities

LG3 / Management and Leadership skills

☒ 3.1 / Students will know how to integrate a team

☐ 3.2 / Students will learn how to successfully manage and motivate a team

LG4 / Demonstration of innovative skills and entrepreneurial spirit

☒ 4.1 / Students will be capable of developing new concepts

☐ 4.2 / Students will know how to implement these in alignment with their company's development strategy

LG5 - Development of a strategic vision in a complex and constantly changing environment

☒ 5.1 / Students will acquire the ability to think and act independently as well as exercise critical judgement and thinking skill

☒ 5.2 / Students will be able to step back and put a situation into perspective

☒ 5.3 / Students will know how to cooperate with the various stakeholders

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☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

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Jean-Paul ROUDIER
Thierry SAINT-LUC

Code : GE09SPE-02
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

For many companies, the commercial function represents a strategic activity that ensures the link between the production and consumption function. Its major challenge is to achieve objectives in terms of turnover and profit margins in line with the strategy defined upstream.

The recruitment of managers and technical sales representatives is distributed in many sectors (services, mass consumption, industry and construction, etc.). For this reason, the commercial profession covers a wide range of realities and has undergone a process of evolution in recent years. Far from being based solely on relationships, the sales profession requires strong operational and managerial skills to implement and manage a sales strategy defined as the company's performance lever.

In this context, the purpose of this specialisation is to enable the student to acquire key skills in the two main dimensions of the sales profession: Negotiation and Management of the customer portfolio. To do this, this specialisation sets itself several learning objectives:

—Manage the development of your business by proposing a well-argued, detailed and quantified sales action plan.
—Appropriate the sector management tools used in sales functions.
—Negotiate sales of products or solutions in more or less complex environments.

In this specialisation, while theoretical training is essential, a large part will be devoted to practical trading and client portfolio management activities through case studies and role-playing games that are as close as possible to the reality on the ground. In addition, the interventions of professionals (Trade Manager, KAM, sales representatives, etc.) from different sectors of activity will allow students to become familiar with the multiple realities of the sales profession in order to guide them in their professional choices.

SKILLS TO BE ACQUIRED

COMMERCIAL MANAGEMENT
—Participate in the definition of the company's business strategy.

—Define segmentation and targeting of value customers, positioning of the offer.
—Identify the priorities of the commercial action with regard to the company strategy.
—Organize and develop a Business Action Plan.
—Implement a BAC according to criteria of objectives, priority targets, types of actions (conquest / retention), sales potential.

DEVELOP A SALES TERRITORY
—Segment a customer portfolio to build a sector management plan.
—Improve its organisation and commercial impact.
—Manage difficult situations in front of the client.
—Defend your price and margins.
—Negotiate with key accounts.

TEACHING METHODS

—Practical training, offering an alternation of theoretical and practical contributions.
—The appropriation of the different methodological approaches is facilitated by the application to case studies.
—Role-playing games.
—Contributions and testimonies from professionals.
—The courses are run by professional instructors who can share their experiences.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Module 1 —Develop a business strategy. —Conduct a relevant strategic analysis. —Identify and validate coherent strategic choices. —Formalise a strategic plan for the company.	
2	Module 2 —Building and Piloting a Commercial Action Plan. —Establish a sales forecast and set commercial objectives. —Declassify results objectives into business activity objectives. —Plan a set of commercial actions in line with strategic choices. —Formalise and communicate a Commercial Action Plan.	
3	Module 3 —Analyse and optimise your customer portfolio. —Know precisely your sales territory. —Segment your customer portfolio to build a revenue development strategy. —Formalise and Plan a relevant Sectoral Management Plan.	
4	Module 4 —Improve your sales techniques. —Improve your business behaviou.r	

	—Clarify your arguments to better respond to objections. —Improve your organisation and professional impact. —Understand the specificities of complex sales processes.	
5	Module 5 —Dealing with difficult negotiations. —To be able to manage difficult, even conflictual situations with clients. —Identify manipulative behaviours. —Defend your price and margin under pressure from the customer.	
6	Module 6 —Manage key accounts. —Elaborate its development strategy. —Design and deliver a value proposition. —Avoid buyer traps and negotiate. —Define a development plan for Key Accounts.	
7	Module 7 —The sales function in Business to Business. (BtoB) —Understand the different purchasing processes of companies. —The keys to the BtoB business relationship. —Retail and Trade strategies as key factors in commercial performance.	

ASSESSMENT

Modality	Type	%
Individual	Test of Knowledge quizzes	15%
Individual	Negotiation role-playing games	20%
Individual	Final exam	40%
Collective	Case studies	25%

BIBLIOGRAPHY

Books:
- Aguilar M. (2018), Elite Seller. Techniques and secrets revealed by the bestsellers, 6th edition, Dunod.
- Barth I. (2010), Le management commercial, Vuibert.
- Bélorgey P., Mercier S. (2019), The Salesman's Toolbox, Dunod.
- Cabrera V. (2015), Sales Techniques : Step by Step Winning Strategies, CreateSpace Independent Publishing.
- Joule R. V., Beauvois J. L. (2004), Petit traité de manipulation à l'usage des honnêtes gens, Ed. PUG.
- Py P. (2013), The sales manager and his sales action plan, Eyrolles.

Academic articles:
- Bolander W., Satornino C. B., Hugues D. E., Ferris G. R. (2015), Social Networks within Sales Organizations: Their development and importance for sales person performance. Journal of Marketing, Vol. 79, pp 1-16.
- Goad E. A., Jasamilo F. (2014), The good, the bad and the effective: a meta-analyse examination of selling orientation and customer orientation of sales performance, Journal of personal selling and sales management, vol. 34, N° 4, pp 285-301.

- Raj Agnihotri, Michael T. Krush (2015), Salesperson Empathy, ethical behaviours, and sales performance: the moderating role of trust in one's manager, Journal of Personal Selling and Sales Management, Vol. 35, N° 2, pp 164-174.

LEARNING GOALS

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LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

MASTER IN MANAGEMENT PROGRAMME

SPECIALISATION IN MANAGEMENT CONTROL

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Sébastien ROCHE
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Monia AMAMI
François CHAUVET
Kelvine CAVALLE-IVARS
Delphine MEULLE-CHERVIN

Code : GE09SPE-03
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

Financial accounting

Management accounting

The fundamentals of management control
Excel

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

Management control is a support function that facilitates the deployment of strategy and formalizes day-to-day management in support of the company's performance. It provides managers with the appropriate tools to measure both the impacts of their decisions and the impacts of environmental change in its many dimensions. It is also a transversal process designed to help department managers manage their activities and act in line with the company's strategy.

The essential purpose of this specialization is to present management control in its strategic and technical dimensions as a transversal decision-making support function and to introduce learners to all the aspects of the management control profession while instilling in them the spirit of the approach.

SKILLS TO BE ACQUIRED

- Define and implement procedures and key indicators for managing the organization's performance.
- Collect, monitor and verify accounting and financial information.
- Make the forecast of the activity in line with the strategy and objectives of the organization.
- Develop the budget process: from budget creation to budget control.
- Calculate and analyse the deviations and performance of the company in relation to the budget control carried out.
- Communicate the conclusions of the budget control to internal users and management bodies with a view to implementing corrective actions.
- Communicate the conclusions of the budget control to external users, auditors, financiers and establish a constructive dialogue with them.
- Design, implement and use social management control tools to manage the payroll.

TEACHING METHODS

- Practical training, offering an alternation of theoretical and practical contributions and meetings of professionals
- Strong supervision of participants
- Mixed team of teachers ? practitioners and Specialized professionals

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Module: 1 Management Control: challenges and objectives	*18h*
2	Module: 2 IT tools applied to Management Control M2.1. Advanced programming in VBA and Excel table (18h) M2.2 Advanced Excel (6h) M2.3 Introduction to Business Intelligence (6h)	*30h*
3	Module 3 - ERP and decision-making for the financial controller	*18h*
4	Module 4 - Social Management Control	*12h*
5	Module 5 - Operational Management Control - Tools	*36h*
6	Module: 6 Operational Management Control: Case Studies M6.1. Business Game: Ariane (21h) M6.2. Case of a service company (12h) M6.3. Case of an industrial company (English/French) (12h) M6.4 Case of a commercial enterprise (6h)	*51h*

ASSESSMENT

The method of evaluation will be specified at the beginning of each module

Modality	Type	%
Individual	**Module: 1 Management Control: challenges and objectives** Folder	10%
Individual	**Module: 2 IT tools applied to Management Control** Computer cases	15%
Individual and Collective	**Module 3 - ERP and decision-making for the financial controller** Participation, oral presentation of presentations and/or practical work Validation of acquired knowledge (questions, exercises, file)	10%
Individual	**Module 4 - Social Management Control** Table-top cases	10%
Individual and Collective	**Module 5 - Operational Management Control - Tools** Participation, practical work, Table-top cases	20%
Individual and Collective	**Module: 6 Operational Management Control: Cases** Participation, oral presentation of presentations and/or practical work Validation of acquired knowledge (questions, exercises, file)	35%

BIBLIOGRAPHY

- Giraud F., Saulpic O., Bonnier C. (2008) Management control and performance management, Gualino edition, 3rd edition.
- Cappelletti L., Baron Ph., Desmaison G. (2014) The entire Management Control function: Knowledge. Know-how. Savoir-être, Dunod edition.

- Cappelletti L. (2012) Le contrôle de gestion de l'immatériel : Une nouvelle approche du capital humain, Dunod edition.
- Tomas J.-L., Gal Y. (2011) ERP and change management: Alignment, selection and deployment, Dunod editing.
- David D.-J. (2014) Excel 2013 - VBA Programming: Training Guide with Case Studies, Eyrolles Edition.
- Ragaigne A., Tahar-Freixinos C. (2015) Management control 2015-2016 : Key points of management control techniques and tools and their recent developments, Gualino edition.
- Naro G., Augé B. (2011) Mini management control manual: Courses + Exos, Dunod edition.
- Bouin X., Simon F.-X. (2015) The New Faces of Management Control: Tools and Behaviours Dunod Edition, 4th Edition.
- http://www.developpez.net/forums/f664/logiciels/microsoft-office/excel/macros-vba-excel/

LEARNING GOALS

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LG6 / Integrating responsible management issues and ethics

☐ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

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Emmanuel Bonnet, Professor
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Michelin Professionals - Denstu - Babymoov - BPI France, business angels.

Successful startups - Olivier Bernasson, Laurent Windenberger, - Gilles Chetelat.

Code : GE09SPE-04
Students : MGE2
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

Start-up or business creation initiatives are nowadays forced to generate both creative ideas and find a market either by adapting to the existing market or by anticipating a new one. This specialization accompanies students who wish to address interesting long-term problems and find solutions that meet the needs of a user or a customer. According to a recent study, it is the main cause of failure with 42% of cases. This specialization is part of this spirit of both exploring new ideas and exploiting them with business models. The contents of this program are oriented towards:
 1. Learn to undertake or acquire entrepreneurial knowledge and skills transmitted by practitioners, experts and entrepreneurs in interactive/operational courses based on experience.
2. The fundamental issues of projects to create a new product or service are addressed: creativity, innovation, business model, new entrepreneurial approaches, web marketing, co-creation, social networks, consumer behaviour, business plan, pitch presentation, financing and fundraising.
This specialization makes it possible to use the lessons learned on real projects with, at the end, successive iterations with validation from its customers for the progressive development of the winning economic model.

SKILLS TO BE ACQUIRED

The main objective is to make students aware that they are actors of their future and that there are many possibilities, including creating their activity. The student will also be able to bring this

entrepreneurial dynamic to SMEs/large groups, a skill that they are increasingly looking for!

They will develop an entrepreneurial posture, learn problem-solving methods and creativity in the business plan, the student will discover by learning all the latest tools and methods that have structured entrepreneurial thinking.

Using the skills learnt and through real-life scenarios, the students will develop a project to go into business creation and therefore will develop their ability to:

1. Innovate.
2. Discover as you go, accept to make mistakes and to change your mind. 3. Learning and listening.
4. Question the fundamentals and know how to question themselves.

TEACHING METHODS

The objectives of the course lead to the crossing of several pedagogical methods, favouring an appropriation of the approach:

—Theoretical and practical contributions with the use of creative and playful approaches (Post-it notes and drawings).
—Personal work of students.
—Pedagogical construction around real business projects.
—Research work carried out in small groups.
—Intervention of recognized professionals.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**Develop an entrepreneurial posture** • Know your psycho-behavioural profile to get to know yourself better and surround yourself • The challenges of associating well • Know your motivations • The challenges of finding the right project	*12h*
2	**Foresight and creative innovation** • Discover all the trends of tomorrow (retails, customer services, use of digital technology). • Develop scenarios to meet future market requirements • Understand and know how to innovate • Discover and build innovative ecosystems • Define a customer problem and respond to it using creative methods: design thinking, ASIT - Protect innovation *Highlights: Intervention by Dentsu (3rd largest global communication and digital marketing group) Visit Michelin - Incubator Office Program 'Marathon de l'innovation' with a large company*	*30h*
3	**Entrepreneurship and startup culture** • Understand the myths and realities of entrepreneurship • Validate your product/service in agile mode (lean startup and execution). • Prototype and experiment • Segment the markets of the future • Customer development *Highlights: Visit Fablabs in our territory. Successful startup intervention*	*42h*

4	**Use digital tools to promote, validate and develop your project**	*30h*
	• Develop your digital marketing approach and other new marketing e.g. Growth hacking.	
	• Use social networks (Linkedin, Instagram, Facebook) to test your project	
	• Use Crowdfunding to validate the product/market fit	
	• Use these tools to gain an understanding and validation of your customer: persona and user journey	
	Highlights: Specialist intervention in 'Growth Hacking'	
	Creation of your 'landing page' to experience your project	
5	**From the economic model to the business plan**	*24h*
	• Understanding the different economic models	
	• Mastering entrepreneurial finance and writing a business plan	
	• Understanding and knowing how to find money from investors and other financial partners	
	• Using the best legal status to create your startup	
	Highlights: method and tools to make your financial forecast	
	meeting of project finance stakeholders	
6	**Present your project**	*24h*
	• Develop your public speaking skills	
	• Know how to communicate with the storytelling	
	• The art of pitch or how to present your project	
	Highlights: Final PITCH to validate your career path before a jury of professionals	

ASSESSMENT

Modality	Type	%
Individual	Active participation in the course	30%
Individual	Presented at the end of the session	30%
Collective	Defence at the end of the course	40%

BIBLIOGRAPHY

Reference books:
- The Running Lean method: Turning your idea into a success Broché, 2014 by Ash Maurya, Diateino Edition
- The Value Proposition Design method: How to create the products and services your customers want, 2015 by Alexander Osterwalder and Yves Pigneur, Pearson
- Effectuation: the principles of entrepreneurship for all, Philippe Silberzahn, Pearson
- Business Model: New Generation, 2011, Alexander Osterwalder and Yves Pigneur, Pearson. The Start-Up Designer's Handbook: Step by step, build a great company. 2013. Steve Blank and Bob Dorf
- Lean Startup, Adopt Continuous Innovation, 2012, Eric Ries, Pearson.

Additional books:
- Startup Weekend. 54 hours to start a business. 2012, Franck Nouyrigat, Marc Nager and Clint Nelsen
- Blue Ocean Strategy: How to create new strategic spaces, 2008, W.C. Kim and R. Mauborgne, Pearson.
- Business models of the future: Creating value in a world with limited resources. 2012, Christophe Sempels and Jonas Hoffmann

- The Four Steps to the Epiphany: Successful Strategies for Products that Win, 2005; Steven Gary Blank, Cafepress.com.
- The Purple Cow - Make your brand, products, business identifiable, 2012, Seth Godin, Maxim

LEARNING GOALS

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MASTER IN MANAGEMENT PROGRAMME

SPECIALISATION IN HUMAN RESOURCES

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BOURGAIN Marina, Professor and researcher,
LANDIVAR Diégo, Professor and researcher,
BONNET Emmanuel, Professor and researcher,
TROUVE Philippe, affiliated professor,
BONNETON Domitille, Professor and researcher,
CASALEGNO Jean-Claude, Professor and researcher,
GOUJON, coach
MAURIN Philip, lawyer in labour law

Code : GE09SPE-05
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

Managerial experience would be appreciated.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

Today, organisations are facing permanent deregulation. This new situation leads to inevitable disruptions in professional careers. Individuals are then in need to regularly redefine themselves in their identity.
In this uncertain context, it has become essential, in general, to provide more and better training to support all employees and job seekers in the evolution of professions and technologies, to facilitate transitions from one job to another, and to secure individuals' career paths.
This requires managers, HR professionals and other career development advisors to adopt an empowerment and guidance support posture in order to facilitate transitions from one job to another and to secure career paths.

SKILLS TO BE ACQUIRED

—Carry out a diagnosis of the skills acquired by people throughout their working lives by mobilising relevant techniques and tools.
—Acquire the tools and posture for lifelong career guidance and support for professional transitions.
—Build, with people a professional development project taking into account personal and professional dimensions.
—Carry out permanent monitoring of developments in the professions and on the professional security systems in force.
—Develop training advice adapted to people's projects, question their practice.

TEACHING METHODS

—Immersive and experiential: in-vivo application of the concepts, tools, techniques mobilised during the training.
—Evaluations allowing participants to experiment with the methods they will use themselves.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Professional mobility	*12h*
2	Strategy, foresight and work changes	*12h*
3	Employment changes and GPPEC	*12h*
4	Training engineering and skills development	*12h*
5	International careers and talent management	*6h*
6	Anthropology of the project and professional orientation	*6h*
7	Professional transition	*6h*
8	Applied coaching techniques	*12h*
9	Case-based approach	*24h*
10	Live my life/Action plan	*30h*
11	Employment law	*18h*
12	Practice analysis and evaluation	*12h*

MODULES

Professional mobility
Objectives:
—Restore points of view and discuss them;
—To know how to decipher and construct mobility indicators, to integrate subjective dimensions into them;
—Systematic and systemic analysis of mobility data;
—Enrich your managerial practice and compare it to others.

Educational Content:
Sequence 1: Deciphering mobility
Sequence 2: Analyse the debates on mobility
Sequence 3: Managing mobility
Sequence 4: Be mobile

Strategy, foresight, ergonomics and work changes
Objectives:
—Understand the new challenges facing companies in the face of economic globalisation;
—Identify redevelopment strategies for French companies;
—Analyse the impact of the new rules of the game on changes in work;
—See what the digital transformation of companies will generate?
—Develop the prospective capacities of participants.

Educational Content:
Sequence 1: An exploration innovation project: the Darwin case
Sequence 2: How to think differently in complexity?
Sequence 3: Changes in work

Sequence 1: An exploration innovation project: the Darwin case
Objectives :
To better understand the characteristics of a new type of project: the exploration project, in particular to learn how to manage this new type of project based on collective learning.

Educational Content:
Presentation of an exploration project in the context of an extreme situation: evolutionary, uncertain and risky situation.
Case study: Simulation of Martian exploration in the Utah desert, students will be led to enrich the case by proposing alternative practices to management and traditional modalities of learning in companies in small groups.
Restitution and debate about the experience.

Sequence 2: How can we think differently in complexity?
Objectives:
—To question the upheavals in the major balances of Western economies and societies;
—Develop the prospective capacities and imagination of students;
—Apprehend a new vision of the world

Educational Content:
Futurology Workshop: How to think differently in complexity?
The great anthropo-historical shifts.
How to name complexity?
The great futurological paradigms.
Some futurological methods

Sequence 3: Changes in work
Objectives:
—Understand the new challenges facing companies in the face of economic globalisation;
—Identify redevelopment strategies for French companies;
—Analyse the impact of the new rules of the game on changes in work;
—What is digital business transformation?

Educational Content:
Work and employment between distinctions and indications (attempt at definition)
The emergence of new productive paradigms
Digital is central but not a technological determinism
Value chain reconfiguration and strategic alternatives
Transformation of business systems and renewal of skills
The institutional and unequal construction of skills from skills to capabilities
The (de-)formative role of work situations
Be attentive to the self-construction processes of the paths on the periphery of the standard forms of work
The subjective and national components of the relationship to work
European surveys on working conditions
The unique situation of French workers.

3. Preventive and forward-looking management of jobs and skills (GPPEC) and securing career paths
Objectives:
—Be aware of the strategic dimension of HR;
—Acquire methodologies and analytical tools adapted to the Employment-Competence issue of companies;
—Through this exploration, highlight the contingency dimension of human resources management systems;
—Review practices focused on developing the employability of individuals, both in the managerial sphere and in legal systems.

Educational Content:
Sequence 1: Changes in employment
Sequence 2: From employment management to skills management: the question of anticipation in HRM
Sequence 3: Implementation of the flexibility model
Sequence 4: Managing employment in the global economy: securing career paths

Sequence 5: ECPPM: for a more actionable approach.

Training engineering and skills development
Objectives:
—Review the fundamentals of training law
—Know the actors and institutions of the sector
—Explore theories and processes of competency assessment
—Understand training engineering methods

Educational Content:
Sequence 1: The latest reforms and their impact on companies' training practices
Sequence 2: Training engineering: articulation with the concept of competence, definitions, presentation of a methodology; studies of concrete situations
Sequence 3: New forms of learning:
FEST, MOOC, COOC, SPOC, Serious game.
Sequence 4: Beyond the simple phenomenon of fashion, what are the challenges of these new modes of teaching?
Sequence 5: Testimonies of Training Managers.

The contents are likely to change in the light of current legal and political developments.

International careers and talent management
Objectives:
—Understand recent developments in terms of professional careers;
—Identify the main modes of expatriation and their stakes;
—Understand the different talent management systems and their underlying philosophy and impacts.

Educational content:
Sequence 1: The different forms of career;
Sequence 2: Expatriation and its challenges, at the organisational and individual levels;
Sequence 3: Talent management: practices and their consequences.

Anthropology of the project and professional orientation
Objectives:
—Highlight the challenges of career guidance;
—To know the different stages of an identity reconstruction project;
—Rely on personality tests to facilitate self-projection.

Educational Content:
Sequence 1: Continuous career guidance: need for change!
Sequence 2: Anthropology of the project
Sequence 3: Decision support tools

Professional transitions
Objectives:
—Equip participants with concepts useful for an in-depth understanding of professional identity transformations;
—Highlight the psychological levers that promote personal resilience;
—Enrich the skills of mobility consultants by integrating the key points of the transitional analysis;
—To stimulate reflection on the consultant's posture in the helping relationship.

Educational Content:
Sequence 1: Understanding the links established
Sequence 2: The support posture: holding and handing
Sequence 3: Methods and tools for personal development that can be integrated into support interviews
Sequence 4: The consultant posture

The coaching techniques applied
Objectives:
—Acquire practical interviewing techniques that can be directly used during meetings with managers and young people for professional reflection
—Find the right posture, adapting it to the specificity of each person
—Develop trust with your interlocutors
—Regulate misunderstandings or difficult situations.

Educational Content:
Sequence 1: Set the interview framework
Sequence 2: Hearing what is at stake beyond what is being said
Sequence 3: Active listening
Sequence 4: The regulation of misunderstandings, disagreements and even conflicts.

Case-based approach
Objectives :
—Experiment with situations of advice and support for people in situations of transition and professional mobility by mobilising all the concepts and techniques developed during the training.

Educational Content:
Sequence 1: Maieutic approach: Welcome a person in professional research and carry out a reasoned autobiography/bioscopy with them. From this bioscopy, establish a diagnosis of their capacities.
Sequence 2: Co-construct with the person a professional development project taking into account personal and professional dimensions.

Sequence 3: Conduct professional development interviews with a good understanding of the processes of the helping relationship. Make a life story.

Live my life
Objectives:
—Appropriate the concepts and methods presented in person by immersion;
—Acquire a structuring and professionalising experience;
—Provide a look and a contribution and adopt a reflective posture.
—Encourage the exchange of practices with experienced professionals.

Content:
One week of immersion with an HR consultant specialising in professional development consulting or with an HR department of a large company in order to participate in the reality of the work of these professionals and to extend the exchange on their professionalisation. Elaboration of a logbook reporting acquisitions and all forms of surprise and questions

Action plan
Objectives:
—Appropriate the concepts and methods presented in person;
—Acquire a structuring and professionalising experience;
—Review your practice and analyse it in the light of new skills;
—Adopt a reflective posture.

Content:
Analysis of a project carried out or to be carried out by the student in relation to a managerial situation. Description of the practices implemented or to be implemented in the given context. Mobilisation of the contributions of training to modify one's professional posture and question the situation. Proposal of an action plan.

Employment law
Objectives:
—Understand the legal environment of individual and collective labour relations;

—Integrate social regulations into day-to-day management practices;
—Know the legislation accompanying employee mobility.

Content:
Sequence 1: Master the legal environment of the employment relationship;
Sequence 2: Identify the different frameworks for collaboration, training and execution of the employment contract;
Sequence 3: Suspension, amendment and termination of the employment contract;
Sequence 4: Know the framework of collective labour relations.

ASSESSMENT

Modality	Type	%
Individual	Logbook and Defence	60%
Collective	Collective synthesis	40%

BIBLIOGRAPHY

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- Honneth. A. 2013. The struggle for recognition, Folio Essays.
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- Le Boterf G, Building individual and collective skills: Acting and succeeding 7th edition, Eyrolles, 2015
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- The latest issues of Lifelong Learning: No. 201 "Lifelong Learning and Educational Utopia", 2014. No. 207 "Around Apprenticeship",2016. N° 212 Les dynamiques identitaires à l'épreuve des transitions, 2017.
- And the latest reports from Strategy France: "The future of work: what redefinitions of employment, status and protection?" 2016. "Imagining the future of work; Four types of work organisation by 2030", 2017.
- An additional bibliography will be provided at the end of each module.

LEARNING GOALS

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LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

MASTER IN MANAGEMENT PROGRAMME

SPECIALISATION IN DIGITAL MARKETING AND COMMUNICATION

Jean-Babtiste GALLIE, Responsable

jean-baptiste.gallie@esc-clermont.fr

Julien Gouttenègre (Periscope)
Arnaud Malioche (Periscope)
Cédrine Zumo-Lebrument (Groupe ESC-Clermont)
Pascal Legrand (Groupe ESC-Clermont)
Pascale Borel (Groupe ESC-Clermont)
Fabien Soeiro (Pecheur.com)

Code : GE09SPE-08
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

No Prerequisites.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

One minute on the Internet, €870,000 spent, 187 million e-mails sent, nearly one million Facebook connections, 2.4 million Snaps created, 481,000 tweets, 4.3 million videos viewed on YouTube, 3.7 million searches on Google.
Digital is a reality that cannot escape marketing. Digital marketing refers to all the marketing techniques used on digital media and channels. (Internet, mobile phones, tablets, GPS and other connected applications and objects.) While the fundamentals of marketing remain solid, digital marketing is characterised by real-time marketing, focusing on economies of scale, data marketing, personalisation, performance-based marketing, technical/computer, mathematical and algorithmic marketing, automated marketing, etc.
This specialisation will allow you to understand the challenges of digital for brands, marketing and communication, to define digital marketing and communication policies and to implement them.

SKILLS TO BE ACQUIRED

—Know how to make an e-marketing plan.
—Know how to make an e-communication plan.
—Know how to organize a campaign on social networks.
—Know how to write specifications.
—Master digital writing techniques.
—Understand acquisition methods.
—Improve conversion.
—Understand the main fields and techniques of digital marketing (e-mail, referencing, displays, social marketing, conversion issues, mobile marketing).
—Understand the data and know how to analyse it.
—Proficiency in tools (Excel, WordPress, Photoshop).

TEACHING METHODS

—Courses, Presentations, Testimonials.
—Applications, Case Studies.
—Red thread project.
—Company visits.
—Cases Agencies.

GENERAL PROGRAMME

1. Digital Strategies Marketing and Communication
   - A. Digital understanding
   - B. Digital strategies and Brand Strategies
   - C. E-marketing plan and E-communication plan
   - D. The digital consumer and how to improve the User Experience
   - E. Online studies
   - F. Digital project management

2. Acquisition, Conversion and Loyalty
   - A. Content Marketing
   - B. Referencing
   - C. E-mailing, displays
   - D. UX
   - E. Social networks
   - F. Graphic design

3. Data at the service of Marketing and Digital Communication
   - A. Find the data
   - B. Extract the data
   - C. Refine the data
   - D. Data at the service of marketing decisions

ASSESSMENT

Modality	Type	%
Individual	Reports, Quizzes, applications, case studies.	50%
Collective	Red wire project, case studies.	50%

BIBLIOGRAPHY

- Marketing Digital, Dave Chaffey, Fiona Ellis-Chadwick, Pearson, 6e édition 2017
- E-commerce, Vers le commerce connecté, Henri Issac, 4ème édition Pearson, 2017
- Mercator – Théories et nouvelles pratiques du marketing, Jacques Lendrevie, Julien Lévy et Denis Lindon, Dunod, 2014
- Blog du Modérateur : www.blogdumoderateur.com
- Clément Pellerin : www.clementpellerin.fr
- Emarketing : www.e-marketing.fr
- Journal du Net : http://www.journaldunet.com
- Fred Cavazza : fredcavazza.net
- Presse Citron : www.presse-citron.net
- Fabienne Billat : fabiennebillat.com
- E-Commerce Nation : www.ecommerce-nation.fr
- French Web : www.frenchweb.fr
- Ecommerce Mag : www.ecommercemag.fr

LEARNING GOALS

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MASTER IN MANAGEMENT PROGRAMME

BUSINESS INTELLIGENCE SPECIALISATION

Sébastien DOUAILLAT
BI Professor

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@esc-clermont.fr

Other practitioners:

- Michelin
- ZenValue
- MicroStrategy
- CGI
- Accenture
- SopraSteria
- Lojelis
- Crédit Agricole

Code : GE09SPE-09
Students : MGE3
Language : English
Face-to-face hours : 162
Total hours : 313
ECTS credits : 19

Prerequisites

No Prerequisites

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

Data is the new oil and data analysis is now critical for companies wishing to improve their performance management, accelerate decision-making, and find new business models to increase their revenue or decrease their cost, particularly in monetising data.

Business Intelligence refers to the concepts, methods and tools used to integrate and present the company data, in order to provide decision support and enable executive managers to have a transverse consolidated view of their data.

The extension of Business Intelligence to Big Data aims at opening the company data perimeter, in terms of volume, variety, and velocity, thus making possible to go beyond the basic understanding of the past by better anticipating the future.

SKILLS TO BE ACQUIRED

—Integrate and present relevant data to steer the company and allow managers to make decisions.

—Use the adequate Business Intelligence solution according to the needs expressed by the client and the available data.

—Quickly implement and efficiently manage Business Intelligence projects in a transverse and desolated organisation.

—Work in a collaborative, flexible and efficient way between the different departments and the information system of the company.

TEACHING METHODS

—Face-to-face classes with a Business Intelligence practitioner.
—Case studies coming from real situations in enterprises.
—Interactive conferences with professional practitioners of BI.
—Creation of an e-learning video on Business Intelligence.
—Training and hands-on sessions on a market-leading BI software.
—Use of agile methods with a professional lean and agile coach.
—Group capstone project following an agile method.

GENERAL PROGRAMME

Module	Themes	Duration
1	**Presentation and introduction** to Business Intelligence in the current digital trend (Social, Mobile, Analytics, Cloud)	*6h*
2	**Organisation** of Business Intelligence: limits of siloed approach in BI, benefits of BI competency centres and BI jobs	*18h*
3	**Methodology** in Business Intelligence: limits of standard project management in BI, benefits of "lean" and agile method	*18h*
4	**BI methodology applied**: group project to create a BI application with a market-leading BI software in agile method	*36h*
5	**Fundamentals** of Business Intelligence: integration, modelling and presentation of data in a decision support information system	*18h*
6	**Segmentation** of Business Intelligence: the different types of BI and their use cases (from Self Service mode to Big Data)	*30h*
7	**BI segmentation applied**: creation of an e-learning video on BI in the different functional areas of the enterprise	*36h*

ASSESSMENT

Modality	Type	%
Individual	Final test (questions and exercises)	25%
Collective	Project to create an e-learning video on BI	25%
Individual	Project to create a BI application (individual mark)	25%
Collective	Project to create a BI application (collective mark)	25%

BIBLIOGRAPHY

- Howson, C. (2013). Successful Business Intelligence: Unlock the Value of BI and Big Data. McGraw-Hill Osborne Media.
- Marr, B. (2015). Big Data: Using SMART Big Data, Analytics and Metrics To Make Better Decisions and Improve Performance. Wiley & Sons.
- Minelli, M., Chambers, M. & Dhiraj, A. (2013). Big Data, Big Analytics: Emerging Business Intelligence and Analytic Trends for Today's Businesses. Wiley.
- Hostmann, B. (2007). BI Competency Centres: Bringing Intelligence to the Business. Business Performance Management.
- Miller, G. (2006). Business Intelligence Competency Centers: A Team Approach to Maximising Competitive Advantage. Wiley & Sons.
- Martinelli, R. & Milosevic, D. (2010). Project Management Toolbox: Tools and Techniques for the Practising Project Manager. Wiley.
- Cobb, C. (2015). The Project Manager's Guide to Mastering Agile: Principles and Practices for an Adaptive Approach. Wiley.
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- Derby, E. & Larsen D. (2006). Agile Retrospectives. O'Reilly.

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- Kimball, R. & Ross, M. (2013). The Data Warehouse Toolkit: the Definitive Guide to Dimensional Modelling. Wiley.
- Covington, D. (2016). Analytics: Data Science, Data Analysis and Predictive Analytics for Business. CreateSpace Independent Publishing.
- Provost, F. & Fawcett, T. (2013). Data Science for Business. O'Reilly.

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MASTER IN MANAGEMENT PROGRAMME

SPECIALISATION DIGITAL DESIGN MANAGER (D2M)

Diego LANDIVAR, Professor Researcher

Diego.landivar@esc-clermont.fr

Marie Cécile Paccard, Designer Alexandre Monnin, Origins and ESC Sylvia Fredriksson, Cité du Design Sarah Neichstein, Parfumer Emilie Ramillien, Origins Media Lab. Fanny Reynaud, Photographer Manuel Boutet, Professor researcher, Université de Nice. ETC.

Code : GE09SPE-10
Students : MGE3
Language : French/English
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

No Prerequisites.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

This course is intended for future managers of the creative and digital economy. Faced with the digital transformation of organisations and the requirements of an innovation economy, it appears more than ever essential to master both the strategic and technical issues related to Design and Digital. The Digital Design Manager is a manager able to move without limits in the new professions related to digital, thanks to concrete skills that are technical, strategic or creative. The Digital Design Manager will also instil a culture of innovation, design and creativity in traditional organisations. This specialisation course has been designed especially for future managers interested in sectors strongly influenced by Design (Fashion, Luxury, Crafts, Perfumery, Cosmetics, Manufactured Design), digital economy (Applications, Connected Objects, Video Games) and other creative and cultural industries.

SKILLS TO BE ACQUIRED

—Lead the creative and digital transformation of organisations.
—Know how to think and implement a digital strategy.
—Designer bold, disruptive and thoughtful innovation policies.
—Know how to manage engineer-manager-creative teams.
—Develop a culture of Design and Creativity.

TEACHING METHODS

—Work by Project.
—Simulation exercises.
—Workshops/Contests Makers Workshop Using the Graph Lab, Design Studio – Low-Tech Studio and Photo Studio

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Introduction	*3h*
2	Graphic Design	*15h*
3	UX User Experience	*12h*
4	New and innovative methods for market research	*18h*
5	Design API	*15h*
6	Design and architecture of IoT	*6h*
7	Cross Channel and Multimedia Strategy	*6h*
8	Luxury Marketing	*12h*
9	Design Cosmetics and Perfumery	*12h*
10	Photo Studio Workshop	*12h*
11	Serigraphy Studio Workshop	*12h*
12	Digital prospective (Blockchains, Smart Contracts, IA)	*12h*
13	Design Fiction	*6h*
14	Workshop/Design Contest. Create a Fashion Design project.	*36h*

ASSESSMENT

Modality	Type	%
Individual	Exam on knowledge acquisition	30%
Collective	Deliverables for tracks	30%
Individual and Collective	Workshop deliverables	40%

BIBLIOGRAPHY

- Designing Brand Identity: An Essential Guide for the Whole Branding Team, 4th Edition Alina Wheeler (2003)
- Pervasive Information Architecture: Designing Cross-Channel User Experiences • by Andrea Resmini, Luca Rosati (2011)
- 100 Things Every Designer Needs to Know about People • by Susan M. Weinschenk (2011)
- Graphic Design The New Basics Revised Second Edition • par Ellen Lupton, Jennifer Cole Phillips (2008)
- Gagner avec le digital: Comment les technologies numériques transforment les entreprises • par Andrew McAfee (2016)

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MASTER IN MANAGEMENT PROGRAMME

AUTOMOTIVE AND MOBILITY MARKETING

Florence PUISEUX, Permanent Professor

Florence.puiseux@esc-clermont.fr

A.Albert

Experts and professionals in the sector:
P. René
F. Neuvy
T. Faure
M. Roche
M. Valet
And many other ESC enthusiasts and/or graduates who come to give their testimonies

Code : GE09SPE-11
Students : MGE3
Language : Français
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

Marketing fundamentals.

Students MGE3 - M2 Master in Management.

Employees - executives working in or for the automotive sector.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

This module is part of a program co-constructed between SIGMA and Groupe ESC Clermont.
 The global automotive market is undergoing profound changes: new environmental rules, profound changes in consumer behaviour, the entry into the market of digital giants and innovative start-ups. In this context, car manufacturers are under pressure to maintain their positions. A reconfiguration of the market is underway, with traditional players, new entrants in technology and digital, and a myriad of start-ups now working with these giants in the sector. (Xerfi channel 2017).
 The vehicle of tomorrow will be clean, connected, autonomous and shared; but much more than an evolution of the product, it is a paradigm shift and a real challenge. "These transformations are all opportunities for the emergence of a new industry focused on 2.0 mobility, decarbonised, intermodal and collaborative" (Revue d'économie industrielle. 2014/4 n°148).
 This specialisation is intended for future managers, whether they are passionate about the automotive industry, the opportunities offered by digital technologies, or whether they wish to contribute to meeting the challenge of sustainable mobility to be invented on a global scale.

SKILLS TO BE ACQUIRED

—Mastering value creation levers in the automotive sector and its alternative markets.
—Know how to manage (or contribute to) an innovation project in the sector in its product, technological and business dimensions.
—Understand the issues and relationships between the distribution network and a manufacturer's headquarters.
—Know how to build and implement a Marketing/Communication plan for a product/service.

TEACHING METHODS

—Courses.
—Visits to companies.
—Case study of the project.
—Practical scenarios.
—Exchanges with leading professionals in their field.
—Testimonials from experts and professionals in the sector.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**Overview of the sector** Introduction, unfold the specialisation The global automotive market	*7h*
	The context and major trends: political, economic, regulatory, environmental, demographic, technological	*9h*
	Stakeholder strategy	*9h*
2	**The automobile in the age of NICTs: Strategy, foresight and change** From design to marketing (immersion): factory visit, designer meeting, concession visit, user experience of mobility service, Brand store	*14h*
	Technological evolutions: the C.A.S.E. vehicle: connected, autonomous, shared, electric	*17h*
3	**Manufacturers' Marketing Strategy** Ranges of products Pricing Financing Distribution: The impact of digital transformation on sales and after-sales service	*28h*
4	**Mobility as a service (MAAS)** New uses Digital platforms: Uber, Blablacar Evolution of business models	*28h*
5	**Brand communication strategy**	*21h*
6	**Transversal digital project** Brief, group work (intermediate milestones), defence	*28h*

ASSESSMENT

Modality	Type	%
Individual (depending on the module)	Presentation (+deliverable) Case study of the project MCQ	60%
Collective	Red thread project	40%

BIBLIOGRAPHY

- The UN Agenda 2030: Sustainable Development Goals
- Low-carbon transport: a dynamic of transformation. Towards the Paris objective: A global roadmap for transport for a "zero net emission" economy.
- Mobility Law (press kit 2018)
- Cetelem Automotive Observatory (annual)
- Loubet, Jean-Louis, 2017 - Another history of the automobile, Presses Universitaires de Rennes (PUR), 406 pages.

Articles

- Donada Carole and Fournier Guy, 2014 - Industrial strategy for an emerging ecosystem: the case of decarbonised, intermodal and collaborative mobility 2.0, in Revue d'économie industrielle. 2014/4 (No. 148), Energy transition, industries and markets

- The mobility of the future: technical vectors, economic models and public policies, Annales des Mines - Industrial realities. 2018/2
- Meunier Guy and Franc Pierre-Etienne, *Quelle mobilité pour la transition énergétique?* How to develop hydrogen mobility in France in a sustainable way? Les cahiers Louis Bachelier, Cahier n° 25 (*Quelle mobilité pour la transition énergétique*)?

Xerfi studies
- Xerfi studies (and videos) on the French automotive industry, market forecasts, manufacturers, car distribution, short-term rental and car sharing, after-sales, etc.
- Leading Players of the Global Carmaking Industry, Xerfi 2017
- Group Report Tesla, Xerfi 2018
- Short-term vehicle rental and car sharing, Xerfi 2018

Studies of consulting firms
- Wavestone, How do start-ups influence the road mobility of tomorrow?
- Wavestone, connected vehicle: what value creation? What are the future prospects for the connected car insurance market?
- Accenture, Mobility As A Service, Mapping a route towards future success in the new automotive ecosystem.
- Frost & Sullivan, Shankar Vishwas, New Mobility Business Models including car sharing, ride sharing, ride hailing and beyond, 2017
- Redchalk Group,Transforming Mobility : Business Models in the Age of Autonomous Vehicles
- Deloitte, the future of Mobility, 2016
- PwC Autofacts: https://www.pwc.fr/fr/industries/automobile/enjeux.html

LEARNING GOALS

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☐ 4.1 / Students will be capable of developing new concepts

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☒ 5.1 / Students will acquire the ability to think and act independently as well as exercise critical judgement and thinking skill

☒ 5.2 / Students will be able to step back and put a situation into perspective

☒ 5.3 / Students will know how to cooperate with the various stakeholders

LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

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MASTER IN MANAGEMENT PROGRAMME

FINANCIAL ENGINEERING AND INNOVATION IN FINANCE

Yves RANNOU, Professor and researcher in Finance

yves.rannou@esc-clermont.fr

F.Bien, P.I. Kébé, P.Legrand, S. Marmorat, A. Monnin and Y.Rannou (ESC Clermont)
F.Beyssière (Taurus Gestion Privée)
K.Bouaiss (Université de Lille II - FFBC)
F.Carbone (Anaxago)
E.Gautier (Crédit Agricole)
D.Fraisse (Limagrain)
V.Lucas-Leclin (Merrill Lynch-Grizzly)
M.Mercadier (JPLC)
C.Thébault (Sofimac Partners)

Code : GE09SPE-12
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

Fundamentals of Accounting and Finance

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The "Financial Engineering and Innovation in Finance (2IF)" specialisation course offers intensive and professional training in the fields of corporate and market financial engineering. Its objective is to train generalists with the triple financial, legal and tax skills required by corporate financial engineering on the one hand, and portfolio management and treasury specialists on the other. In parallel, it covers a large part of the AMF (Autorité des Marchés Financiers) certification programme, enabling each participant to take the related examination under the right conditions. A strong awareness of new financing and investment methods called innovative (Bitcoin and Blockchain, Crowdfunding and Machine Learning) is also proposed. Ultimately, this course aims to train high-level executives who operate within banks, private equity players (venture capital and LBOs), management companies, financial management of large companies as well as within audit and consulting firms.

SKILLS TO BE ACQUIRED

—Obtain triple financial, legal and tax expertise in order to successfully carry out equity transactions;
—Master the techniques of corporate financial engineering (financial analysis, financial evaluation, cash management);
—Master market financial engineering techniques (portfolio management, SRI management);
—Use a combination of professional IT tools (Excel, VBA, Python) and financial engineering techniques;
—To be able to mobilise new modes of financing and investment linked to the development of digital technology (Bitcoin, crowdfunding, machine learning);
—Develop a solid knowledge of the regulatory environment and ethics.

TEACHING METHODS

—Mixed team of teachers and professionals specialised in their field of intervention.
—Practice-based training,
alternating theoretical contributions, presentations, case studies drawn from real-life situations in companies.
—Interactive conferences with professionals and role-playing.

—Realisation of a group project on the use of Machine Learning in Finance.
—Specific preparation for passing the AMF exam (dedicated modules of the specialisation course + online training).

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Corporate Finance Module A: Financial Evaluation Module B: Financial Analysis in IFRS and Corporate Governance	30h
2	Financial engineering tools Part I Corporate Finance Module A: Private equity, LBO operations and Corporate and financial engineering law	33h
3	Financial engineering tools Part II Portfolio Management and Applications Module A: Portfolio management and SRI and Financial modelling and Excel/VBA applications Module B: Collective management and wealth tax	39h
4	Financial engineering tools Part III Market Finance and Risk Management Module A: Derivatives and Structured Finance Module B: Corporate Treasury and International Risk Management	24h
5	Innovation in Finance Module A: Blockchain, Bitcoin and ICOs Module B: Large data and machine learning	12h
6	Preparation for AMF certification Module A: Financial Regulation and Compliance and Stock Exchange Law	24h

ASSESSMENT

The method of evaluation will be specified at the beginning of each module

Modality	Type	%
Individual	Intermediate Examination AMF exam type MCQ (modules 5,7,8,8,12,13)and exercises for Parts 1,2,3,5	30% to 50%
Individual	Final Examination Validation of knowledge (exercises, questions) for Parts 1,2,3,5	50% to 70%
Collective	Continuous monitoring Participation, presentations and practical work for Part 4	100%

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- Hervé, P., 2012. Asset Allocation - Theory and Practice, 2nd edition, Economica, 240 p.
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- Tournier, J-B., and Tournier, J-C., 2007. Business valuation - What is a company worth? Eyrolles, 281 p.
- Vernimmen, P., Quiry, P., and Le Fur, Y., 2018. Corporate Finance, 16th edition, Dalloz, 1200 p.

LEARNING GOALS

LG1 / Acquisition of the theoretical and practical skills required for a career in management.

☒ 1.1 / Students will learn how to use basic management skills and master technology available to managers

☒ 1.2 / Students will acquire expertise in a particular field or domain of management linked to a group of sectors

LG2 / Integration of diversity

☒ 2.1 / Students will be capable of identifying and adapting themselves to different professional, cultural and social circumstances

☐ 2.2 / Students will be able to integrate these skills into their future managerial activities

LG3 / Management and Leadership skills

☒ 3.1 / Students will know how to integrate a team

☐ 3.2 / Students will learn how to successfully manage and motivate a team

LG4 / Demonstration of innovative skills and entrepreneurial spirit

☒ 4.1 / Students will be capable of developing new concepts

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LG5 - Development of a strategic vision in a complex and constantly changing environment

☒ 5.1 / Students will acquire the ability to think and act independently as well as exercise critical judgement and thinking skill

☒ 5.2 / Students will be able to step back and put a situation into perspective

☒ 5.3 / Students will know how to cooperate with the various stakeholders

LG6 / Integrating responsible management issues and ethics

☒ 6.1 / Students will be able to evaluate professional and managerial choices and consequences for stakeholders

MASTER IN MANAGEMENT PROGRAMME

SPECIALISATION IN SPORT BUSINESS

Anne PATS, Professor

anne.pats@esc-clermont.fr

Jean-Pascal Papin (AC)
Laurianne Dalle (P)
Arnaud Sepval (P)
Dieter Hillairet (AC),
Jerome Boissel (AC)
Jean-Marc Lhermet (P)
Cédrine Zumbo-Lebrument (I)
Benjamin Carlier (P)
Fabrice Cailloux (AC)
Sébastien Douaillat (I)
Frédérique Thomas (AC)
Xavier Verdy (P)
Jean-Claude Casalegno (I)
Adam Roussy (AC)
Romain Vennat (P)
Nathan Constancias (P)
Aurélien Perrin (P)

Code : GE09SPE-14
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 313
ECTS credits : 19

Prerequisites

–Students with a BAC +5 years of higher education
-professionals in activity or in transition with a 5 or 4 year BAC or a 4 year BAC with 3 years of professional experience
-To other profiles by way of derogation within the limit of 30% of the programme's staff (through the VAPP), in particular athletes in the process of being reconverted.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

As sport has become an industry like any other, this sector needs professionals who are fully trained in the new challenges of the sector and who understand the language of sport and entrepreneurial culture. Recruiters will also be looking for operational graduates who are aware of the new challenges of sport business. Start-ups, clubs and equipment manufacturers, which are being structured and developed, all express a strong need to recruit future professionals trained in the innovations of this sector.

The missions of innovation managers in the sports sector, whether they are entrepreneurs or not, therefore cover a wide range of functions. These will vary according to the size and type of the structure, the culture of its managers and, to a lesser extent, its activity.

The fundamentals of this programme take into account the organisational, managerial, technological and social changes that have changed the face of the sport sector over the past ten years, thus bringing new challenges that modify functions and impact economic structures.

SKILLS TO BE ACQUIRED

—Discover the sports sector as a whole.
—Master the major trends and the role of key players.
—Mastering the new challenges of the sports industry.
—Identify new growth drivers in the sports sector for brands.
—Master the main trends and developments in distribution in the sports sector.
—Acquire an overview of product and service innovations in sport.
—Acquire the tools, principles, methods and postures to create and innovate in sport.
—Understand the evolution of the management of sports organisations.

TEACHING METHODS

—Courses and interventions.
—Visits to equipment manufacturers or sports facilities.
—Conferences.
—Round tables.
—Group work.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**Overview of the sports industry: issues, key players.** —Global market for products and events; Major trends and key players —Major developments in the Sports Economy —The future of e-sport	*21h*
2	**Brand strategy in sport and their new challenges** —Rethinking the sports industries in the face of changes in their markets —Brands and internationalisation —Diversification and search for new growth drivers —e-sport at the service of clubs	*27h*
3	**New trends in the distribution of sports products and services** —The current trend: "Think global, act local: go direct!" —The main trends: the omni-channel —New distribution channels and the impact of digital technology —The decisive role of private labels —New merchandising trends: between merchandising show and product dramatisation	*27h*
4	**Creating and innovation in sport** —Innovation: the key to success —Entrepreneurship: success stories of start-ups in sport —Tomorrow's sports product/service will be connected —eSport at the service of companies —Big data at the service of sport	*30h*
5	**Management and management of sports organisations: new responsibilities?** —Managing athletes: from sports careers to career transition —The responsibility of the actors: the fight against doping, social responsibility in sports companies, the control of the financialisation of sport and regulation of sport business —Image management and legislation: the challenges for athletes; Management of sports organisations, operation and optimisation of a sports venue	*27h*
6	**The new phase of communication in sport business** —The essential digitalisation and the importance of social networks —Fans experience —The key success factors of a major sporting event —Starring athletes	*30h*

ASSESSMENT

Modality	Type	%
Individual	Module 1: deliverable to be returned at the end of the module.	100%
Individual	Module 2: Deliverable 1: MindMaps of the sport ecosystem and its issues	50%
Collective	Module 2: Deliverable 2: Document synthesis	50%

Individual	Module 3 : Case study of the project	50%
Collective	Module 3: Quiz	25%
Collective	Module 3: Deliverable 3: Case study	25%
Individual	Module 4: Case scenarios (group)	25%
Collective	Module 4: Summary note	25%
Individual	Module 4: Deliverable 4: Case study	50%
Individual	Module 5: Oral presentation	40%
Individual	Module 5: Deliverable 5: Case study	30%
Collective	Module 5: Business game	30%
Individual	Module 6: Deliverable 6a: Executive Summary	25%
Individual	Module 6: Deliverable 6b: Executive Summary	25%
Collective	Module 6: Group oral presentation	25%
Collective	Module 6: Deliverable 6c : Business Case	25%

BIBLIOGRAPHY

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- Performance management and evaluation: A challenge for sports organisations, WINAND Mathieu, ZINTZ Thierry, BECKERS Pierre-Olivier (De Boeck Supérieur 2017)
- Sports management: Marketing and management of sports clubs Ed. 5, TRIBOU Garry, DERMIT Nadine, WOJAC Candice (Dunod, 2018)
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- The concept of arbitration: Crossed views between law and sport (L'Harmattan, 2018)
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- Nationality and equity in football: The case of five major European championships, BAZIN Léo (Editions du cygne, 2018)
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- Doping without deception: Essay on increased sport, STEINER Pierre (Encre Marine, 2016)
- Le commerce du sport: Guide pratique d'implantation d'un commerce spécialisé sport, DOSQUET Frédéric, POUET Gérard (EMS Editions, 2012)

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GRADUATE SCHOOL OF
MANAGEMENT

ESC
CLERMONT

SCHOOL FOR LIFE
SINCE 1919

MASTER IN MANAGEMENT PROGRAMME

THESIS

Anne ALBERT-CROMARIAS, Full Professor

anne.albert@esc-clermont.fr

Code : GE10BP2-00
Students : MGE3
Language : French or English
Face-to-face hours : 13
Total work : 362
ECTS credits : 15

Prerequisites

Students who attend the whole Master degree had a module called 'Research Methodology' in Master 1.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The thesis is the junction between the academic path and the entry into working life. It's a 'scientific dissertation' exercise (Aktouf, 1987), consisting of a personal and original work of research in management sciences meeting specific requirements.

On the basis of prior knowledge, the dissertation deals with a specific topic and produces, at the end of the research process, sufficient knowledge to approach the subject in depth and submit original and demonstrated personal ideas.

SKILLS TO BE ACQUIRED

—Demonstrate a rigorous knowledge production process.
—Strengthen professional expertise.
—Know how to identify the information relevant to the subject and the problem being addressed.
—Know how to qualify a source of information in order to ensure its reliability.
—Use search engines (Boolean queries, advanced queries) and analysis methods when searching for infromation.
—Develop the ability to think and take a step back.

TEACHING METHODS

—Group contributions at the beginning of the year, presenting the objectives, expectations and methods, in addition to the methodological contributions already made during the 1st year.
—Tutoring by a Professor.
—Personalised follow-up. (with a tracking sheet 'road map' to be completed throughout the year)

GENERAL PROGRAMME

Sessions	Themes	Duration (depending on track)
1	First stage: • Choice of the theme • Topic identification • Formulation of the research problem	*September to December*
2	Elaboration and writing: • Research design • Literature review • Field study • Results and discussion	*January to May*
3	Defence	*July*

ASSESSMENT

Modality	Type	%
Individual	Written report	75%
Individual	Defence	25%

BIBLIOGRAPHY

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- Jones, S., Wahba, K. & van der Heijden, B. (2008), How to write your MBA Thesis, Meyer Media

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