

BACHELOR PROGRAM: SECOND-YEAR COURSES

Bachelor in Management & IT
COURSE PROGRAM

FALL 2016		
DATES :		
EXAMS :		
BUSINESS COURSES - COMPULSORY		
	<i>Hours</i>	<i>Credits</i>

Michel Berne (michel.berne@telecom-em.eu; 4685; E211)

Along with marketing, financial management, HR issues, we also find operation issues. Operation management has developed its own concepts but also makes use of management, accounting, economics and mathematics principles on a large scale. The integration with the field of management is even deeper in the case of Quality Management, as it impacts all company functions.

It is a sister course to the following course:

E-logistics and integrated supply chain (OPM2202)

This course provides a wide range of operations and quality management:

- either to understand the stakes for all company functions
- or to open job positions in supply chain management, operations or quality management

After completing this course, students should be able to:

- understand the stakes and methods of operations and supply chain management
- to implement simple operations and supply chain set-ups
- to understand the stakes and standards in the field of quality management

The course has several difficulties:

- it covers a wide range of topics, it needs an effort to foresee integrated set of methods using simple principles
- mastering simple quantitative methods is imperative - some of them will be presented in more detail during the Statistics and Data Analysis course QUA2201

Students should make sure they make regular progress in the course and avoid being lost in the end.

The course is delivered in an integrated form with lectures, practical sessions, case studies. It is absolutely necessary to master the various techniques as soon as they are presented in class.

Continuous assessment: 75 % (5% participation; 40 % group work; 30 % 2 quizzes in class)

Final exam: 25 %

The group report is written by groups of 3/4 students and deals with an industry. It is structured in 3 chapters

Michel Berne, Operations Management Hand-out (2015)
Michel Berne, Supply Chain Management Hand-out (2015)
Michel Berne, Quality Management Hand-out (2015)

Reference:

Goldratt E., Cox J., (2012), The Goal, North River

Cachon G., Terwiesch C. (2013), Matching Supply and Demand, 3rd ed., McGraw Hill

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Goals and course organization

- Production organization modes : discontinuous, continuous (process) ; services
- Relationship between demand-production- inventories- capacity ; pushed and pulled flows
- Demand fluctuation
- Scenario method
- Waiting line example
- Production capacity and actual production

-Capacity planning

-Peak demand satisfaction

-Minimum Tree algorithm (example)

-Production plans

-MRP

-Optimizing supply and production

-Introduction to linear programming graphical solution

-More on production plans, MRP, production cycle

Scheduling

-Kanban

-GANTT

-PERT

-Critical path, margins

-Earliest, latest dates

-Example: building a house

-Lean Management tools

-5S, Visual management, safety tools

Mudas and elimination of production bottlenecks

Inventory management

- Inventory costs
- Inventory optimization
- Wilson formula
- Threshold methods

-Operations management exam

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-Quality definition and dimensions

- Quality and conformity; perceived quality
- Quality of design; value analysis ; QFD
- Product life cycle and total cost of possession (TCO)
- TQM
- Quality management tools
- Deming wheel (PCDA)
- Kaizen
- Quality management in the services industries
- Quality control - an introduction

Certification and standards

- Stakes of quality certification
- Cycle and tools of certification
- ISO standards
- Other standards

Example (to be confirmed): ISO certification of the student association SPRINT

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- Presentation of group reports and conclusions
- Final exam

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This course is designed to give students a head start in the subject of Logistics and Supply Chain. In addition, it offers an introduction to the key quantitative methods that are essential to decision-making. Finally, it evaluates the impact of E-Business Models in a digital world.

1. Location and Capacity Timing Decisions
2. Just in Time (JIT) Planning and Control
3. The quality Gaps Model
4. Performance Measurement Systems
5. Current Trends and Emerging Issues
6. Presenting the Group Project

- Zara: Managing Operations and Quality
- IKEA: Programmed and Non-Programmed Decisions
- McDonald's: New Product Development
- Amazon: Drone Innovation

- Productivity and Efficiency: Value-Added Throughput Efficiency (VATE)
- Capacity and Requirements Calculations: Overall Equipment Effectiveness (OEE)
- Failure, Reliability and Redundancy: Mean Time Between Failure (MTBF)
- Optimizing Location: Centre of Gravity Method, Load-Distance Method
- Optimizing Inventory: Economic Order Quantity (EOQ), Economic Batch Quantity (EBQ)

Operation and quality Management (OPM 2201)

Case and Handbook would be provided in eBook Formats

TEDx Talks and Problems Solving

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

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This course provides an understanding of the critical issue and feasibility of developing a business venture, while developing an extensive business plan. In addition, it offers a comprehensive introduction to the practice of business development. Finally, it provides an understanding of the strategic issues underpinning e-Business, based on real-life examples and case studies

1. Industry, Market, and Feasibility Analysis
2. Marketing, Operations, and Development Plan
3. Productions and Distribution Costs
4. Investment Decision Rules
5. Corporate Culture: from CRM to CSR Strategy
6. Presenting the Group Project

- Nokia: Organization Cultures and Corporate Governance
- Crossrail: Implementing Plans and Monitoring Results
- Google: Organizational Factors Initiating Innovation

- Assessing Competitive Environment: Porter's Five Forces
- The Time Value of Money and Net Present Value (NPV)
- Measuring Value Creation: Accounting, Economic, and Market Criteria
- Break-Even Analysis and Weighted Score Method

General economics, Finance, Accounting and Marketing sciences

Case and Handbook would be provided in eBook Formats

TEDx Talks and Problems Solving

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

Michel Berne (michel.berne@telecom-em.eu; 4685; E211)

The course is designed to provide a policy background to other courses of the curriculum in the B2 year. One has to realize that business development in the ICT sector (start-ups and others) involves more than private decisions made by consumers and entrepreneurs. Consistent public policies are designed to make the most of the promises of the so-called "Knowledge Society". ICT technologies and policies are not neutral from a social and political point of view. As an example of the many issues raised by ICT, the course addresses the so-called "surveillance" problems.

It is a companion course to the following course:

- Business Development Project

The course corresponds to the following learning goals of the Bachelor program

- B1: Acquire fundamental skills (B1-1: "Understand the economic, political and social dimensions of the world and their evolutions")
- B2: "Be able to make good use of innovation and adapt to a competitive environment"
- B5: "Be able to work in an international environment" (B5-1: "be able to work in English")

After completing this course, students should be able to:

- Identify the social and political dimensions of e-business projects; in particular in the domain of public security and privacy
- Identify the policies regulating and promoting various segments of e-business ventures

Active class participation is expected.

Student reports (Comparative studies of ICT policies)

Final exam

Final grade = max (student report grade; 0.75 student report grade + 0.25 final exam)

Digital Agenda for Europe <http://ec.europa.eu/digital-agenda/>
International Telecommunications Union <http://www.itu.int/en/>
Towards Knowledge Societies, Unesco, 2005,
<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/towards-knowledge-societies-unesco-world-report/>
Global Forum on the Knowledge Economy, OECD
<http://www.oecd.org/innovation/inno/globalforumontheknowledgeeconomy.htm>
The Knowledge-based Economy, OECD, 1996 <http://www.oecd.org/sti/sci-tech/1913021.pdf>
Knowledge Economy Forum, World bank <http://go.worldbank.org/JUJTIBN8JO>
Readings Booklet

The ICT Timeline and Perspectives and Paradoxes of the Knowledge/Information Society

- The ICT Timeline; Moore's Law; Technology roadmaps
- Adoption curves
- Promises of the knowledge/Information Society: economic growth; social harmony, human fulfillment (knowledge, creativity); environment-friendly development

Economic issues; paradoxes and difficulties of the Information/Knowledge Society

ICT as a General Purpose Technology; impact on the major economic indicators (growth, employment, inflation, external trade)

Solow's productivity paradox; creative destruction; business models for public goods; resistance to change; rebound effects and dematerialization, international governance; etc.

Knowledge Societies Policies Components

- Promotion of R&D and Entrepreneurship;
- Regulation of rare resources; standardization issues
- Dealing with the digital fracture
- Social impacts of ICT; privacy, etc.

- The Surveillance State

National Presentations

Conclusions: "Barbarians & Emperors"

This course offers a comprehensive introduction to the theory and practice of e-business management. It brings an international approach and a good balance between the technical and managerial topics of this subject. In addition, it provides comprehensive, practical guidance on how companies can get the most out of digital media to meet their business objectives.

This course is designed to give students a framework for analyzing the emerging mode of digital production. In addition to quantitative analysis that are essential to building innovation assets and promoting commercialization of strategic process. Finally, it is an introduction to the innovation driven economic development model.

1. Sources of Economic Advantage for Collaborative Production
2. Internal Organization of Collaborative Production
3. Seven Growth Sectors Driving California's Clean and Efficient Economy
4. Europe's Competitiveness and Innovation Challenges
5. Successfully Managing Collaborative Innovation
6. Presenting The Group Project

- The Collaborative Economy Google (DELOITTE)
- Making Sense of The UK Collaborative Economy (NESTA)
- Local Economic Leadership (OECD)

- Supply-Side Efficiency and Demand-Side Efficiency
- Open Mesh, Open Source and Peer-to-Peer Networks
- The Collective Innovation Model

Economics, Business and Organization studies

Case and Handbook would be provided in eBook Formats

TEDx Talks and Problems Solving

- Group Project Oral Presentation and Defense 50%
- Case Study and Problems Solving Exercise = 50%

This course is designed to give students an introduction to the global financial environment in which the multinational enterprise exists. This includes the goal and structure of corporate governance, with a brief history from the days of the classical gold standard to present time. In addition, students will learn why firms become multinational, where they choose to locate, and how they determine their modes of foreign involvement. Finally, this course shows students how to adjust for country-specific risks arising from

Thomas GUEDJ (Thomas.guedj@wanadoo.fr)

This workshop aims at improving your interpersonal skills in negotiation situations. Beyond theories, how do you actually prepare, implement and debrief a negotiation strategy in order to reach a deal or to solve a conflict? Are you able to ask appropriate questions, or to present convincing arguments to a client, to a business partner or a lawyer? Are you creative in developing options which are rooted in criteria of legitimacy? How do you react to a question or to an argument from the other side? Are you able to overcome different obstacles to successful negotiations: cognitive, emotional, institutional, cultural, etc.? In other words, aware of how you really behave in negotiation contexts, should you behave the same way, or differently? How can you learn to be a better negotiator?

To gain qualification the students will have been able to assess the key principles of the negotiation process and the tensions which impact on it. Students will acquire a common set of skills and strategies for settling differences without winners or losers. Through intensive, interactive, hands-on training, they will learn to

Making better deals and contracts, especially in international contexts
Enhancing participants' negotiation skills, broadening their repertoire
Learning basic dispute resolution tools

Increase students' interpersonal skills with proven communication techniques
Learn in a fun and risk-free environment

Session #1: the fundamentals of a negotiation situation

- locate the Zone of Possible Agreement (ZOPA)
- correct differences in information
- probing differences in evaluation
- identify your psychological profile : are you a price-maker or a price-taker ?
- pros and cons of the market price criterion
- assess the weight of the future
- single issue versus multiissue negotiations

Session #2: dealing with the negotiator's dilemma

- Why do we have difficulties negotiating ?
- The essence of negotiation : the concept of coopetition
- The prisoner's dilemma applied to negotiation
- Correcting partisan perceptions
- 3 key parameters : interdependency, weight of the future, trust (and guarantees)
- The three tensions affecting the negotiation process

Session #3: how to prepare a win-win negotiation

- The 5 key guidelines of principled negotiation
- Preparing negotiations through a structured 7-step method (Fisher and Ury's preparation toolbox)
- Complexifying the scope of the negotiation : single versus multi issues
- Mapping out the parties' interests
- Inventing options for mutual gain
- Assessing your BATNA

Session #4: The mechanics of distributive bargaining : who gets what ?

- Who should make the first offer? At what level ?
- How to respond to a first offer
- The negotiation dance : structuring concessions pattern (timing, size and frequency)
- Reactive devaluation
- Closing the deal : commitment tactics, focal points, splitting the difference

Session #5: The integrative dimension of negotiation: how to create value ?

- Where do joint gains really come from?
- Initiating a risk-free information exchange
- Turning differences into mutual gain
- Giving credit to your opponent
- Using integrative tactics to create value

Session #6: Handling the « people » problem

- Separating the relationship from the substance
- Balancing empathy and assertiveness
- Interpersonal skills for the negotiator : active listening and productive speech
- How to handle disagreement without being disagreeable
- Remaining rational throughout the negotiation process : overcoming cognitive biases

Readings :

Fisher, Roger, Ury, William & Patton, Bruce. *Getting to Yes*. Penguin, 1991.

Axelrod, Robert. *The Evolution of Cooperation*. New York: Basic Books, 1984.

Fisher, Roger & Ertel, Danny. *Getting Ready to Negotiate*. New York: Penguin, 1995.

Lax, David & Sebenius, James. *The Manager as Negotiator*. New York: The Free Press, 1986.

Mnookin, Robert; Peppet, Scott & Tulumello, Andrew. "The Tension between Empathy and Assertiveness" *Negotiation Journal* XII (1996) 3, 217-230.

Neale, Margaret & Bazerman, Max. *Cognition and Rationality in Negotiation*. New York: The Free Press, 1991.

Raiffa, Howard. *The Art and Science of Negotiation*. Cambridge, MA: Belknap Press of Harvard University Press, 1982,

Stone, patton and Heen, "Difficult conversations", New York: Viking, 1999

Ury, William. *Getting Past No*. New York: Bantam Books, 1993.

-win negotiations, coopétition, the prisoner's dilemma, interdependency, power imbalance, weight of the future, one-shot deal versus long-term relation, trust versus guarantees, ZOPA (zone of possible agreement), single issue versus multi issue negotiations, table of interests, creative options, legitimate standards, BATNA (Best Alternative To a Negotiated Agreement), distributive and integrative tactics, negotiation dance, cognitive biases, anchoring, reactive devaluation, winner's curse, overconfidence, fixed-pie syndrome, empathie, assertiveness, active listening.

Participants will be presented with practical simulations that they will be asked to prepare at home before class, to play with their classmates, in pairs or in teams, and finally to debrief with the entire group. Summary lectures will end each session. The whole pedagogy is based on "telling, showing and doing" in order for each participant to progressively elaborate a more efficient personal negotiation method.

Students need to actively participate in class. Preparation of simulations before class is therefore required. Participants must not miss any session. Should they miss more than one, they would not qualify for credit.

Between classes, students will be required to read specific articles and excerpts from negotiation books.

After each class day, participants will write their journal, where they report their daily personal experience. This work is subjective, should recall theory only to link it with practice, in the simulations or in everyday life. Information that the journal contains is kept confidential by the instructor. It should not, and will not be communicated to other students.

Two weeks after the end of the workshop, participants will hand in to the school administration their final journal which summarizes their workshop through daily entries, and which uses italics to differentiate elements which have been added to the daily entries.

The assessment will be made in the following way :

The final grade will be based on the journal (50%), and on class participation (50%).

Class participation: 50 %

Written assignment (in the form of a journal): 50%

- After each class day, participants will write their journal, where they report their daily personal experience. This work is subjective, should recall theory only to link it with practice, in the simulations or in everyday life. Information that the journal contains is kept confidential by the instructor. It should not, and will not be communicated to other students.
- Two weeks after the end of the workshop, participants will hand in to the school administration their final journal which summarizes their workshop through daily entries, and which uses italics to differentiate elements which have been added to the daily entries.

This course provides tools necessary to help students learn the important dimensions of business ethics. Using a managerial framework, we will explain how ethics can be integrated into strategic business decisions. In addition, this course addresses the complex environment of ethical decision making in organizations and real-life issues. Finally, it is an overview of the concepts, processes, mandatory, core, and voluntary business practices associated with successful corporate governance.

Business ethics is an important part of any industry. Students or managers, unfamiliar with many ethical challenges, behaviors, or regulations will find themselves struggling in business industries that include finance, accounting or human resource management, marketing and retail.

Today's managers must necessarily concern themselves with ethical issues, because unethical behavior creates legal risks and damage to businesses as well as employees and consumers. Business ethics have become an integral part of business education in general. A student or manager who is well-

- Developing an Effective Ethics Program
- Implementing and Auditing Ethics Programs

- Introduction à l'économie ECO 1209
- Histoire économique et sociale HUM 1205
- Développement durable et RSE STR 1206

Case and Handbook would be provided in eBook Formats

Ethics, trade fair, social ethics, Sustainability literacy test

TEDx Talks and Problems Solving

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

Romain GOLA (romain.gola@telecom-em.eu; 4792; E210)

The objective of this course is for students to be able to identify legal problems in the environment of IT and develop a genuine understanding of the legal im

4. Internet and privacy

Gola Romain, Droit du commerce électronique, Gualino éditeur, 2013

Fauchoux v. Le droit de l'Internet : Lois, contrats et usages , Litec 2009

Feral Schuhl C. , Cyber Droit: le droit à l'épreuve d'internet, Dalloz , 2016

Lamy droit informatique et des réseaux 2016

IT law, business law, e-commerce, e-marketing, european directives,

Lectures, student presentations and case studies

PowerPoint presentations, texts and cases to read will be sent to every registered student. All are obligatory and should be read before the designated class. Suggested Readings will be given during the first course.

The purpose of the course is to sensitize students to legal issues and to give them a perception of the language lawyer's use. Students should not memorize texts, since all exams will be open book, but learn to apply legal concepts discussed in class to fact patterns involving technology laws issues. By the end of the course, students should be able to understand how lawyers think and what their preoccupations and concerns are so they, the students, will make better business decisions once they enter professional life

Grading will be on a scale of 0 to 20. A grade of 10 is average, a grade of 20 perfection and a grade of 0 a nullity. Due to the limited session, you will have one open book final exam, which will be a case study.

Michel Berne (michel.berne@telecom-em.eu; 4685; E211)

Macroeconomics deals with the study of national economies, and has an emphasis on economic policies. It provides necessary insights to make good corporate decisions.

It is also very useful for all those who have to make a judgment on economic policies.

The main learning goal is the understanding of macroeconomic mechanisms. It contributes to the acquisition of tools to understand the world from an economic, political and social point of view.

B1: Acquire fundamental skills

After completing the course, students:

- will recognize the main features of the economic outlook (economic indicators; economic cycles)
- will understand the impacts of economic policies on business (fiscal and monetary policies, etc.) using simple models
- will know how to use macroeconomic data to make better corporate decisions

Active participation required

Lectures, problems, case studies

2 debates on macroeconomic themes

Collaborative writing of a "macroeconomic novel"

2 quizzes, contribution to the "novel" and to a debate: 75 %

Final exam: 25 %

Michel Berne, Macroeconomics Handout, 2016

Reference:

OpenStax College, Principles of. Macroeconomics. OpenStax College

https://www.openstaxcollege.org/files/textbook_version/low_res_pdf/27/col11626-lr.pdf

Michel Berne (michel.berne@telecom-em.eu; 4685; E211)

Several projects are scheduled along the academic courses in the Bachelor program. The individual project is made up of two parts (one per semester, PRO2201 and PRO2202).

This project, jointly defined by the student and the course instructor, can take various forms: audio or video content creation; web site; business project; manual, book, stage performance, etc.

The goal of the individual project is to make good use of all the knowledge acquired during the Bachelor program. It would be like a small "masterpiece" of old-time craftworkers: something which shows the students' know-how and achievements; something which will be shown to future employers; something that will help the student define his/her professional project.

This project contributes to the following learning goals:

B2 - Innovation

B3 - Management

B4 – Communication

After completion of the project, each student:

- will be able to show his/her mastery of an innovative field or technique
- will be able able to show a tangible production
- will demonstrate his/her mastery of project management
- will demonstrate communication skills centered on his/her project

Students are expected to:

- choose a project topic that will be both useful and demonstrate their know-how
- work on the project regularly
- keep the course instructor informed of their project progress
- make a critical appreciation of their project

The course contains alternate types of sessions:

- with all the class, all students sharing a debriefing of their project progress
- individual meetings with the course instructor to solve project-specific problems;

It ends with a presentation of all projects.

Projects are made on an individual basis or in groups of 2 students.

While the course is designed for year-long projects, it is also possible to have one-semester projects.

Grading takes into account:

- the originality and ambition of each project
- the achievement of the self-defined objectives
- project management skills
- the quality of work