GRADUATE SCHOOL OF
MANAGEMENT

ESC
CLERMONT

SCHOOL FOR LIFE
SINCE 1919

Programme
Master Grande Ecole

**Academic booklet - MGE3 Classic
2021/2022**

PROGRAMME MASTER GRANDE ECOLE - MGE3 CLASSIQUE

CODE	ENSEIGNEMENT	RESPONSABLE	HEURES DE COURS EN FACE A FACE	HEURES DE TRAVAIL PERSONNEL	CREDITS ECTS
MGE-09-TC-CL	**Tronc commun**		**104**	**171**	**11**
MGE-09-SEMI-CL	Séminaire interdisciplinaire	ALBERT Anne - BARGUES Emilie - BORODAK Daniela - DOS SANTOS Catherine - MONNIN Alexandre	80	120	8
MGE-09-BGAME-CL	Business Game	METZ Kevin	18	7	1
MGE-09-GORAL-CL	Grand Oral	ALBERT Anne	6	44	2
	Expérience professionnelle		**6**	**6 mois**	**15**
MGE-09-SENSE-CL	Atelier Make Sense	MELLET Claire / LOPEZ Delphine	6		
MGE-10-STAGE-CL	Stage	LAMY Annabelle		6 mois	15
	Recherche		**19**	**381**	**16**
MGE-09-METHOD-CL	Méthodologie du mémoire	ALBERT Anne	9	16	1
MGE-10-MEMOIR-CO	Mémoire	ALBERT Anne	10	365	15
MGE-09-SPE-CO	**Majeure au choix**		**162**	**288**	**18**
MGE-09-ACHAT-CO	Purchasing and Supply Chain Management	ALSAC Pierre	162	288	18
MGE-09-BUSDEV-CO	(e)Business development	BANOUN Arnaud	162	288	18
MGE-09-CG-CO	Contrôle de gestion	AISSA Mahassen	162	288	18
MGE-09-ENTREP-CO	Culture startup et entrepreneuriat	CAILLOUX Fabrice	162	288	18
MGE-09-RHMOB-CO	Développement RH et accompagnement des mobilités	NIVET Brigitte	162	288	18
MGE-09-MKGDIG-CO	Marketing digital et communication	GALLIE Jean-Baptiste	162	288	18
MGE-09-BI-CO	Business Intelligence	DOUAILLAT Sébastien	162	288	18
MGE-09-D2M-CO	Digital design manager	LANDIVAR Diego	162	288	18
MGE-09-AUTO-CO	Mobility: Business Models and Vehicles for the Future	PUISEUX Florence	162	288	18
MGE-09-2IF-CO	Ingénierie Financière et Innovation en Finance	RANNOU Yves	162	288	18
MGE-09-SPORT-CO	Sport business	ROUSSY Adam	162	288	18
MGE-09-RETAIL-CO	Retail Management et Marketing Produit	ZUMBO-LEBRUMENT Cedrine	162	288	18
MGE-09-MESS-CO	Management des établissements sanitaires et sociaux	DOS SANTOS Catherine	162	288	18
	TOTAL		**291**	**840**	**60**

MASTER IN MANAGEMENT PROGRAMME

FROM MANAGEMENT TO DESIGN: TOOLS, METHODS AND KEYS TO ADDRESS CONTEMPORARY ISSUES

Alexandre MONNIN

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Marie-Cécile Godwin Paccard,
Affiliated Professor, Designer

Nicolas Roesch,
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Emmanuel Bonnet,
Permanent Professor in Management and Organisational Theory

Gauthier Roussilhe,
Affiliate Professor, Designer

Patrick Degeorges,
Affiliate Professor, Philosopher

Olivier Lefebvre,
Affiliate Professor, Engineer

Code : MGE-09-SEMI-CL
Students : MGE3
Language : English
Face-to-face hours : 80
Total work : 120
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

BUSINESS GAME

Kevin Metz, professor

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Kevin Metz, professor
Arnaud Banoun, professor
Pham Nguyen, professor
Thierry Saint Luc, professor

Code :
MGE-09-BGAME-CL
MGE-10-BGAME-ALT
Students : MGE 3
Language : English / French
Face to face hours : 18
Total work : 7
ECTS credits : 1

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 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 analyze competitors' strategic positions and make their own decisions in a dynamic global industry to gain in competitiveness and make profits.

GENERAL PROGRAM

Sessions	Themes	Duration
1	Seminar Introduction & Organization Presentation of the Business Game Trial period Real game period 1 & 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	15%
Collective	Promotional Material	15%
Collective	Final Strategic Report	30%
Collective	Company Results	40%

BIBLIOGRAPHY

- www.cesim.com
  - CESIM Global Challenge: Simulation pour Stratégie International
  - Mobilé Inc: description du cas
  - Guide des décisions

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
GRAND ORAL

Anne ALBERT-CROMARIAS, Professor

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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.

Code : MGE-09-GORAL-CL
Students : MGE3
Language : French or English
Face-to-face hours : 6
Total work : 44
ECTS credits : 2

Prerequisites	—Their understanding of contemporary technological, economic, social and societal issues and changes, both national and international, and their impact on the functioning of companies.

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.

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

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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

INTERNSHIP OR PROFESSIONAL EXPERIENCE: MANAGER OR ASSISTANT MANAGER

Valme BLANCO,

valme.blanco@esc-clermont.fr

Annabelle LAMY

Annabelle.lamy@esc-clermont.fr

Code : MGE-10-STAGE-CL
Students : MGE3
Language : French or English
Face-to-face hours :
Total work : 6 months
ECTS credits : 15

Prerequisites

Have followed MGE3.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

A professional experience for six months in a managerial mission or executive assistant is mandatory for all students in the MGE3 classic Programme.

MGE3's professional experience aims to:

—Strengthen the student's professional expertise in relation to his or her academic curriculum (consistency with the options chosen and the possible career path) and in line with previous professional experiences (which may have confirmed or invalidated their initial professional project).

—To promote the student's entry into the labour market and the obtaining of their first job at the best level, in the chosen trade and sector.

SKILLS TO BE ACQUIRED

—Be able to understand the company's culture and analyse its internal and external environment.

—Be able to analyse the mission carried out and its relationship with the skills developed.

—Be able to put your strengths and weaknesses into perspective in relation to the labour market.

—Be able to write a clear, concise and thorough report.

GENERAL PROGRAMME

CONTENT AND FORM CRITERIA

The development of your academic and managerial synthesis should address the following points:

1.   Description of the company and analysis of its environment: presentation of the company, the sector of activity and its SD and CSR policy.
2.   Analysis of the mission: description of the job carried out, its opportunities, constraints and evolution related to digital transformation, identification of the managerial dimensions and responsibilities related to the job, identification of the skills developed in relation to those required for the job.
3.   Reflection on the professional project: contribution of the professional experiences acquired during the course, putting them into perspective in the finalisation of the professional project, analysis of the student's strengths and weaknesses in relation to the labour market.

Formal criteria for academic and managerial synthesis:

—Number of pages: 15 pp (excluding appendices)
—Times 12 font, single-spaced, 2.5 cm margins (+ 0.5 cm left for spiral binding)
—Pagination at the bottom right. It begins on the first introductory page and ends on the last concluding page
—Introduction: 10% of the report
—Development: 80% of the report
—Conclusion: 10% of the report
—The appendices are the subject of a separate summary
—Spelling and syntax will be considered in the notation
—No pictures
—ABS bibliographic standards

ASSESSMENT

Modality	Type	%
Individual	Academic and managerial synthesis	50%
Individual	Company evaluation	50%

LEARNING GOALS

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MASTER IN MANAGEMENT
METHODOLOGY OF THESIS

**Anne ALBERT-CROMARIAS,
full professor**
anne.albert@esc-clermont.fr

Professor

Code : MGE-09-METHOD-CL
Students : MGE3
Language : French or English
Face to face hours : 9
Total work : 16
ECTS credits : 1

Prerequisites

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

Attend the briefing on the thesis at the beginning of the year

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The Master's programme ends with the submission of a thesis, a real junction between the academic course and the entry into working life. It is a personal and original research work in management sciences, meeting precise requirements (see syllabus of the "thesis" module).

The "thesis methodology" module aims to support students collectively in the emergence phase of their subject, in addition to individual exchanges with the school tutor.

It is an extension of the methodological elements already seen during the year of Master 1, on qualitative and quantitative approaches.

SKILLS TO BE ACQUIRED

- Bringing out a problem from a real and serious managerial situation
- Carry out a literature review
- Investigate a field, and use an adapted methodological approach (qualitative and/or quantitative)
- Be able to present your research project clearly, concisely and persuasively.

TEACHING METHODS

- Preliminary questionnaire to better understand the level of students' knowledge about research methodology, as well as the progress of their personal study for the dissertation.
- Small group sessions (about 20 students), led by a professor-researcher
- Contributions of the professor, in close connection with the reflections engaged by the students on their thesis topic.
- Pitch at the end of the module, in order to present your dissertation project clearly and concisely to the class.

GENERAL PROGRAMME

Sessions	Themes	Duration (depending on track)
1	Research problem	*October*
2	Literature review	*November*
3	Investigation	*November*
4	Pitch	*December*

ASSESSMENT

Modality	Type	%
Individual	Questionnaire	25 %
Individual	Pitch	75 %

BIBLIOGRAPHY

- Turabian, K. (2018), A Manual for Writers of Research Papers, Theses and Dissertations, 7th Edition, University of Chicago Press
- Jones, S., Wahba, K. & van der Heijden, B. (2008), How to write your MBA Thesis, Meyer Media

LEARNING GOALS

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MASTER IN MANAGEMENT PROGRAMME

THESIS

**Anne ALBERT-CROMARIAS,
Full Professor**

anne.albert@esc-clermont.fr

Code : MGE-10-MEMOIR-CO
Students : MGE3
Language : French or English
Face-to-face hours : 10
Total work : 365
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

- Turabian, K. (2018), A Manual for Writers of Research Papers, Theses and Dissertations, 7th Edition, University of Chicago Press
- Jones, S., Wahba, K. & van der Heijden, B. (2008), How to write your MBA Thesis, Meyer Media

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MASTER IN MANAGEMENT PROGRAMME

PURCHASING AND SUPPLY CHAIN MANAGEMENT

Pierre ALSAC, Associate Professor

pierre.alsac@gmail.com

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

Code : MGE-09-ACHAT-CO
Students : MGE3
Language : English
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

Prerequisites

None

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

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MASTER IN MANAGEMENT PROGRAMME

(E)BUSINESS DEVELOPMENT

Course coordinator, function

arnaud.banoun@esc-clermont.fr

Affiliated professors:

Becker Olivier,
Blanchard Grégory,
Cartailler Yannick,
Chassagne Philippe,
Lebossé Allan,

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

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

The distribution of recruitment of managers and technical sales staff is spread across many sectors (services, consumer goods, industry and construction, etc.). For this reason, the sales profession covers a variety of realities and has been evolving for several years. Far from being based solely on interpersonal skills, 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 aim of this specialisation is to enable students to acquire key skills in the two main dimensions of the sales profession: negotiation and customer portfolio management. To achieve this, this specialisation has several learning objectives:

- To manage the development of one's activity by proposing a sales action plan that is well argued, detailed and quantified.
- To appropriate the sectoral management tools used in commercial functions.
- Negotiate sales of products or solutions in more or less complex environments.

In this specialisation, although theoretical lessons are essential, a large part will be devoted to practical activities of negotiation and management of client portfolios through case studies and role-playing games that are as close as possible to the reality of the field. In addition, presentations by professionals (trade managers, KAMs, sales representatives, etc.) from different sectors of activity will enable students to become aware of the many realities of the sales profession in order to guide them in their professional choices.

The challenges of the digitisation of business development and its internationalisation are addressed in a transversal manner in the modules of the specialisation.

Lyon Audrey,
Ounnoughene Philippe
Pianet Benjamin,
Roudier Jean-Paul,
Saint-Luc Thierry.

As well as various professional speakers in the framework of the thematic conferences

Code : MGE-09-BUSDEV-CO
Students : MGE3

Language : Français
Face-to-face hours :162
Total work : 288
ECTS Credits : 18

Prerequisites

Knowledge of the fundamentals of the marketing function.
Commercial experience desirable.
Excel skills
Agility in commercial calculations

TEACHING METHODS

- Practice-based training, alternating theoretical and practical inputs
- The appropriation of the different methodological approaches is facilitated by the application to case studies.
- Role plays
- Contributions and testimonies from professionals
- The courses are given by professional speakers who can share their experience

GENERAL PROGRAMME

Sessions	Themes	Duration
1	1 Module 1 Business strategy - Developing a business strategy - Conducting a relevant strategic analysis - Determine and validate coherent strategic choices - Formalise a strategic plan for the company.	*2 days*
2	2 Module 2 Commercial action plan - Build and manage a Sales Action Plan - Draw up a sales forecast and set commercial objectives. - Translate results objectives into sales activity objectives. - Plan a set of commercial actions in line with strategic choices - Formalise and communicate a Sales Action Plan	*2 days*
3	3 Module 3 Customer portfolio management - Analyse and optimise your customer portfolio - Know your sales territory more precisely - Segment your customer portfolio to build a turnover development strategy - Formalise and plan a relevant Sector Management Plan	*2.5 days*
4	4 Module 4 Sales techniques and commercial negotiation - Improve your sales techniques - Improve your sales behaviour - Clarify your sales pitch to better respond to objections - Improve your organisation and your professional impact - Understand the specificities of complex sales processes	*3 days*
5	5 Module 5 Negotiation in complex situations - Dealing with difficult negotiations - Know how to manage difficult or even conflictual situations with clients. - Identify manipulative behaviour - Defending your price and margin under pressure from the customer	*1 day*
6	6 Module 6 Managing relationships with distributors - Managing key distributor accounts - Drawing up a development strategy - Designing and delivering a value offer - Avoiding the pitfalls of buyers and negotiating - Define a development plan for key distributor accounts	*5 days*
7	7 Module 7 The BtoB sales function - Understand the different purchasing processes of companies - The keys to the BtoB commercial relationship - Retail and Trade strategies, key factors of commercial performance	*2.5 days*
8	8 Module 8 Retail Marketing - Characteristics and specificities	*3 days*

	- Defining the strategy - Implementing the strategy		
9	9 Module 9 Michelin Commercial Strategy - Strategy in a complex world - Strategy applied to the company - Keys to a successful strategy - Business Case	*1 day*
10	10 Module 10 Key Account Management / CRM - Understanding the key account environment - Marketing market segmentation / customer typology - A differentiated and differentiating approach - Taking action - Business Case	*2 days*
11	11 Module 11 Thematic conferences: Sectoral, International	*3 days*

ASSESSMENT

Modality	Type	%
Individual	Quizz	15%
Individual	Final exam	50%
Collective	Case study	35%

BIBLIOGRAPHY

Books:
- Aguilar M. (2018), Vendeur d'élite. Les techniques et secrets dévoilés des meilleurs vendeurs, 6ème édition, Dunod.
- Barth I. (2010), Le management commercial, Vuibert.
- Bélorgey P., Mercier S. (2019), La boîte à outils du Commercial, Dunod.
- Cabrera V. (2015), Technique de Vente : Les Strategies Gagnantes Etape par Etape, 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), Le responsable commercial et son plan d'actions commerciales, 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-analyze 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 behaviors, 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.

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ESC CLERMONT BUSINESS SCHOOL
School for life since 1919

MASTER IN MANAGEMENT PROGRAMME
SPECIALISATION IN MANAGEMENT CONTROL

Mahassen AISSA, Professor researcher

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Papa Ibra KEBE
Serge BRUOT
Pascal LEGRAND
Sébastien DOUAILLAT
Romain CORDIER
Zohra BATISSE-DAUQUAIRE
Camille PECHOUX-DEGOUTTE
Sébastien ROCHE
Julien SANMARTI
Monia AMAMI
François CHAUVET
Kelvine CAVALLE-IVARS
Delphine MEULLE-CHERVIN

Code : MGE-09-CG-CO
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

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.

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- 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.
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☒ 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

PROGRAMME MASTER GRANDE ECOLE
CULTURE STARTUP ET ENTREPRENEURSHIP

Fabrice CAILLOUX, resp. incubateur & entrepreneuriat

Fabrice.cailloux@esc-clermont.fr

Emmanuel Bonnet, professeur emmanuel.bonnet@esc-clermont.fr

Des professionnels de Michelin - Denstu - Babymoov - BPI France, buisness angels,

Des startupers à succès - Olivier Bernasson, Laurent Windenberger, - Gilles Chetelat,

Code : MGE-09-ENTREP-CO
Promo : MGE3
Langue : Français
Volume horaire FAF : 162
Volume horaire travail tutoré : 288
Crédits ECTS : 18

DESCRIPTION DU MODULE ET CONTEXTE MANAGERIAL

Les initiatives de création de startups ou d'entreprises sont contraintes aujourd'hui de faire à la fois émerger des idées créatives et de trouver un marché soit en s'adaptant au marché existant ou en anticipant un nouveau. Cette spécialisation accompagne des étudiants désireux d'adresser des problèmes à la fois intéressants sur le long terme et de trouver des solutions qui répondent aux besoins d'un usager ou d'un client. D'après une étude récente, c'est la principale cause d'échec avec 42% des cas. Cette spécialisation s'inscrit dans cet esprit consistant à la fois à explorer des idées nouvelles et à les exploiter avec des modèles d'affaires. Les contenus de ce programme sont orientés sur :
1. Apprendre à entreprendre ou acquérir des connaissances et compétences entrepreneuriales transmises par des praticiens, experts et entrepreneurs dans des cours interactifs/opérationnels basés sur l'expérience.
2. Les enjeux fondamentaux des projets de création d'un nouveau produit ou service sont abordés : créativité, innovation, modèle économique, nouvelles approches entrepreneuriales, webmarketing, co-création, réseaux sociaux, comportements du consommateur, business plan, présentation Pitch, financement et levée de fonds. Cette spécialisation permet d'utiliser les enseignements sur des projets réels avec, à la clé, des itérations successives avec une validation de sa clientèle pour l'élaboration progressive du modèle économique gagnant.

COMPETENCES A ACQUERIR

Le principal objectif est de faire prendre conscience aux étudiants qu'ils sont acteurs de leur propre avenir et que de multiples possibilités s'offrent à eux, notamment celle de créer leur propre activité. L'étudiant pourra également

Prérequis éventuels	apporter cette dynamique entrepreneuriale dans les PME/grands groupes, compétence que ces derniers recherchent de plus en plus ! Développer une posture entrepreneuriale, apprendre des méthodes de résolution de problème, de créativité au plan d'affaires, l'étudiant découvrira en apprenant tous les derniers outils et méthodes qui ont su structurer la pensée entrepreneuriale. Grâce aux outils enseignés et à travers des mises en situation réelle de développer un projet pour aller à la création d'entreprise les étudiants développeront leur capacité à :

apporter cette dynamique entrepreneuriale dans les PME/grands groupes, compétence que ces derniers recherchent de plus en plus ! Développer une posture entrepreneuriale, apprendre des méthodes de résolution de problème, de créativité au plan d'affaires, l'étudiant découvrira en apprenant tous les derniers outils et méthodes qui ont su structurer la pensée entrepreneuriale. Grâce aux outils enseignés et à travers des mises en situation réelle de développer un projet pour aller à la création d'entreprise les étudiants développeront leur capacité à :
1. Innover
2. Découvrir en avançant, accepter de se tromper, de changer d'avis.
3. Apprendre, écouter
4. Remettre en question les fondamentaux, et savoir se remettre en question

METHODES PEDAGOGIQUES

Les objectifs du parcours conduisent à croiser plusieurs méthodes pédagogiques, favorisant une appropriation de la démarche :
- apports théoriques et pratiques avec utilisation d'approches créatives et ludiques (post-it, dessins…).
- travail personnel des étudiants
- construction pédagogique autour de vrais projets d'entreprise
- travail de recherche réalisé en petits groupes
- intervention de professionnels reconnus

PROGRAMME GENERAL DU MODULE

Séances	Contenu	Durée
1	Développer une posture entrepreneuriale • Connaitre son profil psycho-comportemental pour mieux se connaitre et s'entourer • Les enjeux de bien s'associer • Connaitre ses motivations • • Les enjeux pour trouver le bon projet	12h
2	Prospective et innovation créative • Découvrir toutes les tendances de demain (retails, services clients, l'utilisation du numérique,…) • Elaborer des scénarios pour répondre aux exigences futures du marché • Comprendre et savoir innover • Découvrir et construire des écosystèmes innovants • Bien définir un problème client et y répondre en utilisant des méthodes de créativité : pensée design, ASIT • Protéger son innovation Temps forts : Intervention de Dentsu (3ième groupe mondial communication et marketing digital) Visite Michelin - Incubator Program Office Marathon de l'innovation avec une grande entreprise	30h
3	Entrepreneurship et culture statup • Comprendre les mythes et les réalités de l'entrepreneuriat • Valider son produit/service en mode agile (lean startup, effectuation,…) • Prototyper et expérimenter • Segmenter les marchés du futur • Développer par la clientèle Temps forts : visite de Fablabs de notre territoire. Intervention de startups à succès	42h
4	Utiliser les outils du numérique pour faire connaitre, valider et développer son projet • Développer son approche marketing digital & autres nouveaux marketing : Growth hacking,…. • Utiliser les réseaux sociaux (Linkedin, Instagram, Facebook,…) pour tester son projet • Utiliser le Crowdfunding pour valider l'adéquation produit/marché • Tirer de ces outils une compréhension et une validation de votre client : persona & parcours utilisateur Temps forts : intervention spécialiste du « Growth Hacking »	30h

	création de votre « landing page » pour expérimenter votre projet.	
5	Du modèle économique au business plan • Comprendre les différents modèles économiques • Maitriser la finance entrepreneuriale et écrire un business plan • Comprendre et savoir trouver de l'argent auprès des investisseurs et autres partenaires financiers • Utiliser le meilleur statut juridique pour créer votre startup Temps forts : méthode et outils pour faire votre prévisionnel financier rencontre des acteurs du financement de projet	*24h*
6	Présenter son projet • Développer sa prise de parole en public • Savoir communiquer avec le storytelling • L'art du pitch ou comment bien présenter son projet Temps forts : PITCH final pour valider votre parcours devant un jur y de professionnels	*24h*

METHODES D'EVALUATION

Modalité	Type d'évaluation	Pondération
Individuelle	Participation active au cours	30%
Individuelle	Livrable en fin de séance	30%
Collective	Soutenance à la fin du parcours	40%

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Ouvrages de référence :
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- Effectuation : les principes de l'entrepreneuriat pour tous, Philippe Silberzahn, Pearson
- Business Model: Nouvelle Génération, 2011, Alexander Osterwalder & Yves Pigneur, Pearson.
- Le Manuel du créateur de start-up : Etape par étape, bâtissez une entreprise formidable. 2013. Steve Blank et Bob Dorf
- Lean Startup, Adoptez l'innovation continue, 2012, Eric Ries, Pearson.

Livres complémentaires :
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- Stratégie Océan Bleu : Comment créer de nouveaux espaces stratégiques, 2008, W.C Kim et R. Mauborgne, Pearson.
- Les Business models du futur: Créer de la valeur dans un monde aux ressources limitées. 2012, Christophe Sempels et Jonas Hoffmann
- The Four Steps to the Epiphany: Successful Strategies for Products that Win, 2005; Steven Gary Blank, Cafepress.com.
- La vache pourpre - Rendez votre marque, vos produits, votre entreprise identifiables, 2012, Seth Godin, Maxima

LEARNING GOALS

LG1 / Détenir les compétences théoriques et pratiques nécessaires à l'exercice de son métier

☒ 1.1 / Savoir utiliser les techniques de gestion fondamentales et les outils technologiques propres à tout manager

☒ 1.2 / Détenir une expertise dans un domaine de la gestion ou du management en lien avec un groupe de métiers

LG2 / Intégrer la diversité

☒ 2.1 / Identifier les pratiques professionnelles, culturelles ou sociales différentes et savoir s'y adapter

☐ 2.2 / Intégrer ces pratiques de façon performante dans sa fonction managériale

LG3 / Manager les Hommes et les équipes en faisant preuve de leadership

☒ 3.1 / Capacité à intégrer un groupe de travail

☐ 3.2 / Capacité à diriger un groupe de travail avec leadership

LG4 / Démontrer une capacité à innover et faire preuve d'un esprit d'entreprise

☒ 4.1 / Savoir imaginer de nouveaux concepts

☒ 4.2 / Etre capable de les mettre en œuvre dans une logique de développement de l'entreprise

LG5 - Développer une vision stratégique dans un environnement complexe et en constante évolution

☒ 5.1 / Penser et agir de façon autonome en exerçant son sens critique

☒ 5.2 / Prendre du recul et mettre en perspective

☒ 5.3 / Coopérer avec les différentes parties prenantes

LG6 / Intégrer les enjeux du management responsable et éthique

☐ 6.1 / Evaluer les choix professionnels et managériaux et leurs conséquences sur les parties prenantes

ESC CLERMONT BUSINESS SCHOOL

School for life since 1919

MASTER IN MANAGEMENT PROGRAMME
SPECIALISATION IN HUMAN RESOURCES

NIVET Brigitte, Professir-researcher

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BOURGAIN Marina, Professor-researcher,
LANDIVAR Diego, Professor-researcher,
BONNET Emmanuel, Professor-researcher,
CHARTAIN Laura, affiliate professor,
BONNETON Domitille, Professor-researcher,
CASALEGNO Jean-Claude, Professor-researcher,
DIEUZE Séverine, coache,
FLICHY Gilles, President of the Institute of Vocation and
PRUNEVIEILLE Emmanuel, social law lawyer.

+ Testimonials from HRDs

Code : MGE-09-RHMOB-CO
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

Today, organizations are faced with permanent deregulation. This new situation leads to unavoidable breaks in career paths. Individuals are then forced to redefine their identity on a regular basis and the contours of employment and work are redefined.

In this uncertain context, it has become essential, in general, to train more and better in order to accompany all employees and job seekers in the evolution of jobs and technologies, to facilitate transitions from one job to another, and to secure people's professional careers.

This requires managers, HR professionals and other career development advisors to think about changes in the workplace and to adopt a posture of empowerment and guidance in order to facilitate transitions from one job to another and secure career paths.

These new dimensions of the managerial and HR functions will be dealt with through role playing in this HR specialization.

SKILLS TO BE ACQUIRED

To carry out a diagnosis of the skills acquired by people throughout their professional life by mobilizing relevant techniques and tools; to acquire the tools and posture for lifelong professional orientation and the accompaniment

of professional transitions; to co-construct with people a professional evolution project taking into account the personal and professional dimensions; to carry out a permanent watch on the evolutions of the trades and on the devices of professional security in force; to work out advice in training adapted to the project of the people; to question one's practice.

MODULES

Professional mobility
Objectives:
Restate and discuss points of view;
To know how to decipher and construct mobility indicators, and to integrate subjective dimensions;
Analyze data on mobility in a systematic and systemic way;
Enriching one's managerial practice and comparing it to others.

Pedagogical content :
Session 1: Deciphering mobility
Sequence 2 : Analyze the debates on mobility
Sequence 3 : Managing mobility
Sequence 4 : Being mobile

Strategy, foresight, ergonomics and changes in work
Objectives:
Understand the new challenges facing companies in the face of economic globalization;
Identify redevelopment strategies for French companies;
Analyze the impact of the new rules of the game on the mutations of work;
Identify what the digital transformation of companies will generate?
Develop participants' forward-looking abilities.

Pedagogical Content:
Sequence 1: An exploration project through inquiry according to Dewey.
Sequence 2 : How to think differently in complexity ?
Sequence 3 : The mutations of work

►Sequence 1: **Inquiry theory in the service of the enterprise:**
Objectives:
How inquiry in the sense of Dewey (from American pragmatism) is a relevant answer to think about tomorrow's world of work and the capacities to develop in new spaces the conditions for collective action.
Pedagogical Content :
Presentation of the fundamentals of American pragmatism
Dewey's inquiry in the service of managerial situations and new work configurations
Case studies
Collective analysis and feedback.

►Session 2: How to 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
Pedagogical Content :
Futurology workshop: How to think differently in the complexity?
The great anthropo-historical shifts.
How to name complexity?

The great futurological paradigms.
Some futurological methods

►Sequence 3: The mutations of work.
Objectives:
Understand the new challenges facing companies in the face of the globalization of economies ;
Identify redevelopment strategies for French companies ;
Analyze the impact of the new rules of the game on the mutations of work;
What is the digital transformation of companies?
Pedagogical Content:
1: Work and employment between distinctions and entanglements (definition essay).
2 : The emergence of new productive paradigms
The centrality of digital technology but not a technological determinism
The reconfiguration of value chains and strategic alternatives
3 : Transformation of activity systems and renewal of skills
The institutional and unequal construction of skills from competencies to capabilities
The (de-)formative role of work situations
Paying attention to the processes of self-construction of paths on the periphery of standard forms of work
4: The subjective and national components of the relationship to work
European surveys on working conditions
The singular situation of French workers.

Preventive and forward-looking management of jobs and skills (GPPEC) and securing career paths

Objectives:
To become aware of the strategic dimension of HR;
Acquire methodologies and analysis tools adapted to the employment-skills problematic of companies;
To highlight through this exploration the contingent dimension of human resources management systems;
Revisit the practices centered on the development of the employability of individuals, both in the managerial sphere and in legal systems.
Pedagogical Content :
Session 1: Changes in employment
Sequence 2 : From employment management to skills management: the question of anticipation in HRM
Sequence 3 : The implementation of the flexibility model
Sequence 4 : Managing employment in a global economy: securing career paths
Sequence 5 : The GPPEC : for a more actionable approach.
The concept of competencies in all its forms.

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

Pedagogical Content :

Session 1: The latest reforms and their impact on the training practices of companies

Session 2: Training engineering: articulation with the concept of competence, definitions, presentation of a methodology;
Study of concrete situations
Sequence 3: New forms of learning:
FEST, MOOC, COOC, SPOC, Serious games...
Beyond the simple fashion phenomenon, what are the stakes of these new teaching methods?
Sequence 5: testimonies of training managers.

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

International careers and talent management

Objectives:
Understand recent developments in terms of professional careers;
Identify the main expatriation modalities and their stakes;
Understand the different talent management systems and their underlying philosophy, as well as their impacts.

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

Anthropology of the project and professional orientation
Objectives:
To highlight the issues of career orientation;
To know the different stages of a project of identity recomposition;
To rely on personality tests to facilitate self-projection.

Pedagogical Content :
Sequence 1: Continuing career guidance: need for change!
Sequence 2 : Anthropology of the project
Sequence 3 : Decision-making tools

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

Pedagogical Content :
Sequence 1: Understanding the instituted links
Sequence 2: The supportive posture: holding and handing
Sequence 3: Methods and tools of personal development that can be integrated into coaching interviews
Sequence 4 : The consultant's posture

Applied coaching techniques
Objectives:
To acquire practical interviewing techniques that can be used directly in recruitment and/or professional interviews
Find the right posture, adapting it to the specificity of each person

Develop trust with your interlocutors
Regulate misunderstandings or difficult situations.

Pedagogical content :
Session 1: Setting the framework for the interview
Session 2 : Hearing what is at stake beyond what is said
Sequence 3 : Active listening
Sequence 4: Regulating misunderstandings, disagreements and even conflicts.

Case approach
Objectives:
To experiment with counseling and support situations for people in transition and professional mobility by mobilizing all the concepts and techniques developed during the training.

Pedagogical Content :

Sequence 1:
Maieutic approach :
Welcoming a person in professional research and carrying out with him/her a reasoned autobiography/bioscopy
From this bioscopy, establish a diagnosis of the abilities
 Sequence 2:
Co-construct with the person a professional development project taking into account personal and professional dimensions
 Session 3:
Conducting professional development interviews with a good understanding of the processes of the helping relationship.
Realize a life story of the persons accompanied.

Live my life
Objectives:
To appropriate the concepts and methods presented in the classroom through immersion in situ;
To acquire a structuring and professionalizing experience;
To bring a viewpoint and a contribution and to adopt a reflective posture.
Encourage the exchange of practices with experienced professionals.
Content:
A week of immersion with an HR consultant specializing in career development consulting or with an HR department of a large company so that students can participate in the reality of the work of these professionals and prolong an exchange on their professionalization.
Elaboration of a logbook relating the acquisitions and all forms of astonishment and questioning

Action project
Objectives :
To appropriate the concepts and methods presented in the classroom;
To acquire a structuring and professionalizing experience;
Revisit one's practice and analyze 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 connection with a managerial situation.

Description of the practices implemented or to be implemented in the given context
Mobilization of the contributions of the training to modify his or her professional posture and question the situation.
Proposal of an action plan.

Social law
Objectives :
Understand the legal environment of individual and collective labor relations;
Integrate social regulations into daily managerial practices;
To know the legislation accompanying the mobility of employees.

Content:
Session 1: Mastering the legal environment of the employment relationship;
Sequence 2: Identify the different frameworks of collaboration, formation and execution of the employment contract;
Sequence 3: Suspension, modification and termination of the employment contract;
Sequence 4: Knowing the framework of collective labor relations.

All the modules are interdependent and must be completed to be validated.

TEACHING METHODS

Immersive and experiential: in vivo application of the concepts, tools and techniques used during the training;
Evaluations allowing participants to experience the methods that they will practice.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	Professional mobility	*12h*
2	Strategy, foresight and changes in the workplace	*12h*
3	Employment changes and GPEC	*12h*
4	Training engineering and skills development International careers and talent management	*18h*
5	Project anthropology and professional orientation Professional transitions	*12h*
6	Applied coaching techniques	*12h*
7	Case-based approach	*24h*
8	Live my life/Action project	*30h*
9	Social law	*18h*
10	Analysis of practices and evaluation	*12h*

ASSESSMENT

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

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A complementary bibliography will be given at the end of each module.

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

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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

MASTER IN MANAGEMENT PROGRAMME
SPECIALISATION IN DIGITAL MARKETING AND COMMUNICATION

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Fabien Soeiro (Pecheur.com)

Code : MGE-09-MKGDIG-CO
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

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%

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- 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

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

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

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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

MASTER GRANDE ECOLE
MAJEURE BUSINESS INTELLIGENCE

Sébastien DOUAILLAT
enseignant en BI

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Autres intervenants :

- MicroStrategy
- CGI
- Sopra Steria
- Capgemini
- Every Stone Data

Code : MGE-09-BI-CO
Promo : MGE3
Langue : Anglais
Volume horaire face à face : 162
Volume horaire personnel : 288
Crédits ECTS : 18

Prérequis

Aucun

DESCRIPTION DU MODULE ET CONTEXTE MANAGERIAL

Les données sont le pétrole de demain, et leur analyse est devenue critique pour les entreprises qui souhaitent améliorer leur pilotage, accélérer la prise de décision, et trouver de nouveaux marchés (notamment par la monétisation des données).

La Business Intelligence (BI) désigne les concepts, méthodes et outils permettant d'intégrer, de modéliser et de restituer les données, afin de fournir un support à la décision des managers, à travers une vision transverse et consolidée de leurs données.

L'extension de la Business Intelligence au Big Data permet d'ouvrir le périmètre des données, en termes de volume, de variété, et de vélocité, ce qui permet de dépasser la simple compréhension du passé en anticipant au mieux le futur.

COMPETENCES A ACQUERIR

- Intégrer, modéliser et restituer les données nécessaires au pilotage de l'entreprise et à la prise de décision des managers ;

- Utiliser les solutions de Business Intelligence adéquates en fonction des besoins exprimés et des données à analyser ;

- Mettre en oeuvre et piloter efficacement des projets de Business Intelligence dans une organisation transverse désilotée ;

- Travailler de manière collaborative et efficace entre les différents métiers et le système d'information de l'entreprise.

METHODES PEDAGOGIQUES

- Cours et exercices avec un praticien de la Business Intelligence ;
- Etudes de cas inspirées de situations réelles en entreprise ;
- Conférences interactives avec des professionnels de la BI ;
- Création d'une vidéo de e-learning sur la Business Intelligence ;
- Formation et travaux pratiques sur un logiciel BI leader du marché ;
- Utilisation de méthodes agiles avec un coach professionnel ;
- Réalisation d'un projet de groupe "fil rouge" en méthode agile.

PROGRAMME GENERAL DU MODULE

Module	Contenu	Durée
1	**Présentation et introduction** à la Business Intelligence dans la tendance digitale actuelle (Social, Mobile, Analytics, Cloud)	*6h*
2	**Organisation** de la Business Intelligence : limite d'une approche silotée en BI, centre de compétences BI et métiers de la BI	*18h*
3	**Méthodologie** en Business Intelligence : limite de la gestion de projet classique, apports du "lean" et des méthodes agiles	*18h*
4	**Méthodologie BI appliquée** : projet de réalisation d'une application BI en méthode agile sur le logiciel MicroStrategy	*36h*
5	**Fondamentaux** de la Business Intelligence : intégration, modélisation et restitution des données dans un SI décisionnel	*18h*
6	**Segmentation** de la Business Intelligence : les différents types de BI et leurs usages (du Self Service au Big Data)	*18h*
7	**Initiation à la Data Science** : statistiques univariées et multivariées, classifications et régressions avec le langage R	*12h*
8	**Segmentation BI appliquée** : création d'une vidéo e-learning sur la BI des différents domaines fonctionnels de l'entreprise	*36h*

METHODES D'EVALUATION

Modalité	Type d'évaluation	Pondération
Individuelle	Examen final sur table (questions et exercices)	25%
Collective	Projet de création d'une vidéo de e-learning sur la BI	25%
Individuelle	Projet de réalisation d'une application BI (note du coach)	25%
Collective	Projet de réalisation d'une application BI (note du jury)	25%

BIBLIOGRAPHIE

- Howson, C. (2013). Successful Business Intelligence: Unlock the Value of BI & 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.
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- Miller, G. (2006). Business Intelligence Competency Centers: A Team Approach to Maximizing Competitive Advantage. Wiley & Sons.
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- Derby, E. & Larsen D. (2006). Agile Retrospectives. O'Reilly.
- Sherman, R. (2014). Business Intelligence Guidebook: from Data Integration to Analytics. Morgan Kaufmann.
- Kimball, R. & Ross, M. (2013). The Data Warehouse Toolkit: the Definitive Guide to Dimensional Modeling. 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.
- https://tdwi.org (Transforming Data With Intelligence)
- http://iianalytics.com (International Institute for Analytics)
- https://www.datasciencecentral.com (Data Science Central)
- http://www.smartdatacollective.com (Smart Data Collective)
- https://www.microstrategy.com (MicroStrategy)
- http://r-statistics.co (language R)

LEARNING GOALS

LG1 / Détenir les compétences théoriques et pratiques nécessaires à l'exercice de son métier
☒ 1.1 / Savoir utiliser les techniques de gestion fondamentales et les outils technologiques propres à tout manager
☒ 1.2 / Détenir une expertise dans un domaine de la gestion ou du management en lien avec un groupe de métiers
LG2 / Intégrer la diversité
☒ 2.1 / Identifier les pratiques professionnelles, culturelles ou sociales différentes et savoir s'y adapter
☐ 2.2 / Intégrer ces pratiques de façon performante dans sa fonction managériale
LG3 / Manager les Hommes et les équipes en faisant preuve de leadership
☒ 3.1 / Capacité à intégrer un groupe de travail
☐ 3.2 / Capacité à diriger un groupe de travail avec leadership
LG4 / Démontrer une capacité à innover et faire preuve d'un esprit d'entreprise
☒ 4.1 / Savoir imaginer de nouveaux concepts
☒ 4.2 / Etre capable de les mettre en œuvre dans une logique de développement de l'entreprise
LG5 / Développer une vision stratégique dans un environnement complexe et en constante évolution
☒ 5.1 / Penser et agir de façon autonome en exerçant son sens critique
☒ 5.2 / Prendre du recul et mettre en perspective
☒ 5.3 / Coopérer avec les différentes parties prenantes
LG6 / Intégrer les enjeux du management responsable et éthique
☐ 6.1 / Evaluer les choix professionnels et managériaux et leurs conséquences sur les parties prenantes

ESC CLERMONT BUSINESS SCHOOL
School for life since 1919

MASTER IN MANAGEMENT
MAJOR IN BUSINESS INTELLIGENCE

Sébastien DOUAILLAT
BI teacher

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Other practitioners:

- MicroStrategy
- CGI
- Sopra Steria
- Capgemini
- Every Stone Data

Code: MGE-09-BI-CO
Class: MIM2
Language: English
Face to face hours: 162
Personal work hours: 288
ECTS credits: 18

Prerequisites

None

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 monetizing data.

Business Intelligence (BI) refers to the concepts, methods and tools used to collect, model 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

- Collect, model 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 desiloed organization;

- 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-life 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 & agile coach;
- Group capstone project following an agile method.

GENERAL PROGRAM

Module	Content	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 centers and BI jobs	*18h*
3	**Methodology** in Business Intelligence: limits of standard project management in BI, benefits of "lean" and agile methods	*18h*
4	**BI methodology applied**: group project to create a BI application in agile method with MicroStrategy software	*36h*
5	**Fundamentals** of Business Intelligence: integration, modeling and presentation of data in a decision support system	*18h*
6	**Segmentation** of Business Intelligence: the different types of BI and their use cases (from Self Service to Big Data)	*18h*
7	**Initiation to Data Science**: univariate and multivariate statistics, classifications and regressions with R language	*12h*
8	**BI segmentation applied**: creation of an e-learning video on BI in the different functional areas of the enterprise	*36h*

ASSESSMENT

Modality	Assessment type	Weight
Individual	Final examination (questions and exercises)	25%
Collective	Project to create an e-learning video on BI	25%
Individual	Project to create a BI application (coach's score)	25%
Collective	Project to create a BI application (jury's score)	25%

BIBLIOGRAPHY

- Howson, C. (2013). Successful Business Intelligence: Unlock the Value of BI & 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.
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- http://www.smartdatacollective.com (Smart Data Collective)
- https://www.microstrategy.com (MicroStrategy)
- http://r-statistics.co (R language)

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
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 : MGE-09-D2M-CO
Students : MGE3
Language : French/English
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

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)

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

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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

MASTER OF SCIENCE TRANSFORMING MOBILITY
BUSINESS MODELS AND VEHICLES FOR THE FUTURE

SEMESTER 1 : MOBILITY & VEHICLES
(MODULES 1 TO 6)

Florence PUISEUX, Permanent Professor

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A. Albert Cromarias
F. Neuvy
M. Pekle
F. Puiseux
P. René
Experts* and professionals* in the sector and many other ESC enthusiasts and/or graduates who come to give their testimonies
*depending on their availability

Code : GE09SPE-11
Students : MGE3
Language : Français
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

Prerequisites

Marketing fundamentals.

Students MGE3 - M2 Master in Management.

Employees - executives working in or for the automotive sector.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

This group of modules is part of a program co-constructed between SIGMA Clermont (engineering school) 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 the future will be electric, 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 and services 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

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

TEACHING METHODS

- Courses
- Visits to companies
- Case study based on real life situations
- Practical scenarios
- Exchanges with leading professionals in their field
- Testimonials from experts and professionals in the sector

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**Stakes and Challenges : Overview of the sector** • Introduction, unfold the specialisation • The context and major trends: political, economic, regulatory, environmental, demographic, technological • The global automotive market & mobility market • Urban Mobility	*33h*
2	**Which Vehicles in the age of NICTs: Strategy, foresight and change** • Technological evolutions: Vehicles of the future (C.A.S.E) connected, autonomous, shared, electric • Manufacturer's Marketing Strategy : product, range, prices • Myth or reality : drones, eVTOL • Role of motor racing towards more sustainable mobility • Retail : the challenges of car distribution	*30h*
3	**Mobility as a service (MAAS)** • New uses, new Experiences • Digital platforms: Uber, Blablacar • Business model's Evolution	*30h*
4	**Managing Innovation and Business Model** • Introduction on the management of technological innovation • Business case Principles • Condition of emergence of new services • Enabling Technology • Value Chain Analysis Methodology	*27h*
5	**Key Role of Energy Players** • Global energy situation and transport change scenarios • Management of electric mobility, Renewable energy for transport • State of the art of technological solutions : Bricks of electrical solutions and negative emissions. • Supporting customers in the right energy mix for their fleet	*18h*
6	**Transversal digital project** • Brief (on a mobility issue) • Team work (intermediate milestones) • Getting to know each other better to work well in a team • Oral Defence	*24h*

ASSESSMENT

Modality	Type	%
Individual (depending on the module)	Oral Presentation (+deliverable) Written Global Synthesis	(60% to) 100%

	Case study Multiple Choice	
Collective **(depending on the module)**	Oral Presentation (+deliverable) Written Synthesis Case study Team work	0% (to 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

LG1 / Managing and operating an organization
☐ 1.1 / Students will understand the organization's environment and functioning.
☒ 1.2 / Students will be able to adopt a strategic vision to contribute to the organization's development at their level and in their expertise area.

LG2 / Developing communication and leadership skills
☐ 2.1 / Students will be capable of identifying and adapting themselves to different professional, cultural and social circumstances.

	2.2 / Students will know how to integrate and motivate a multidisciplinary and/or multicultural team.

LG3 / Acquiring a global understanding of sustainable Mobility issues

☒ 3.1 / Students will understand the complexity of sustainable mobility challenges

☒ 3.2 / Students will be able to to deal with the new global mobility eco-system

LG4 / Learning how to design, manage or adapt sustainable Mobility solutions

☐ 4.1 / Students will be capable of offering sustainable mobility solutions

☐ 4.2 / Students will be able to play a transformative role towards sustainable mobility

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A. Verroneau (RSE Datanews)
J. Zbudniewek (EDF)

F. Bien, P.I. Kébé, M. Mercadier, S. Marmorat, A. Turki et Y. Rannou (ESC Clermont)

Code : MGE-09-2IF-CO
Students : MGE3
Language : English
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The major "Financial Engineering and Innovation in Finance (2IF)" offers an intensive, a complete and practical oriented program in Financial Engineering applied to the areas of Corporate Finance, Portfolio/Asset Management and Risk Management.

The main objective of this program is to enable participants to gain a threefold competence in financial, legal and tax required by the field of financial engineering on the one hand, and required by the areas of portfolio and risk management on the other hand.

Also, it contains specific modules related to financial regulation and law for stock markets in order to prepare the AMF certification exam efficiently.

Financial innovations such as Bitcoin- Blockchain, Big Data & Machine Learning will be introduced to the participants so they will be able to use them as complementary means of financing, investing and managing risks.

Ultimately, this course aims to train high-level financial executives who will work in commercial and investment banks, in private equity firms, in financial department of big companies or in audit/consulting firms (Transaction Services department).

Prerequisites

Basics in Accounting and Finance

SKILLS TO BE ACQUIRED

— Gain a threefold competence in the financial, legal and tax areas in order to carry out complex transactions related to the field of Financial Engineering;
— Master the techniques of financial engineering related to Corporate Finance (financial analysis, financial valuation,…);
— Master the techniques of financial engineering related to Portfolio Management and Market Finance (derivatives and structured products, treasury and risk management);
— Have a good command of IT tools (Excel,…) and acquire basic programming skills (VBA, Python) useful for Financial Engineering;
— Be able to use complementary means of financing, investment and risk management related to financial (digital) innovations (Fintechs, ICOs, Blockchain, Big Data and Machine Learning);
—Acquire an in-depth knowledge of the regulatory environment and ethics in finance consistent with the CFA Professional Standards.

TEACHING METHODS

—Education team composed of Professors of Finance and practictioners who have developed an expertise in the field of their intervention.
—Practical oriented training alternating lectures, presentations, exercises, role-playing games and real case studies.
—Group projects (VBA project and Machine Learning in Finance project).
—Dedicated modules (in Session 6) to prepare the Level 1 of the CFA exam.

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**Fundamentals of Corporate Finance** Module A (18 hs) : Corporate Finance and Valuation Module B (12 hs) : Financial Analysis	*30hs*
2	**Financial Engineering** (*Part I* : Corporate Finance tools) Module A (18 hs): Private equity, and LBOs Module B (6 hs) : Corporate Finance Law	*24 hs*
3	**Financial Engineering** (*Part II* : Asset Management) Module A (18 hs): Portfolio management (Theory & Practice) incl. Responsible Investment Module C (12 hs): Wealth Management and Taxation	*30 hs*
4	**Financial engineering** (*Part III* : Risk Management) Module A (12 hs) : Derivatives and Structured Products Module B (12 hs) : Corporate Treasury Management	*24 hs*
5	**IT tools and Innovation in Finance** Module A (12 hs): Financial modelling with VBA Module B (12 hs) : Machine Learning in Finance with Python Module C (6 hs) : Introduction to the technology Bitcoin-Blockchain	*30 hs*
6	**Preparation for the AMF exam** Module A (18 hs) : Financial Regulation Module B (6 hs) : Stock Markets Law	*24 hs*

ASSESSMENT

The method of assessment will be confirmes and precised at the beginning of each module.

Modality	Type	%
Individual	**Intermediate Exam** Knowledge test (Session 2), MCQ type CFA (Session 6), Role-playing game (Session 3)	30%
Individual	**Final Exam** Questions, Exercises and Case Studies (Sessions 1 and 6)	40%
Collective	**Continuous assessment** Presentations, Tutorial and Practical Assignments (Sessions 2, 3,4 and 5)	30%

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http://www.vernimmen.com/Practice/Glossary.php
- Vernimmen Letter (*in English*) :
http://www.vernimmen.com/Read/Vernimmen_letter.php

LEARNING GOALS

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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

Adam ROUSSY,
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Jean-Pascal Papin (AC)
Laurianne Dalle (P)
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Dieter Hillairet (AC),
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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 : MGE-09-SPORT-CO
Students : MGE3
Language : French
Face-to-face hours : 162
Total work : 288
ECTS credits : 18

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%

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LEARNING GOALS

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MASTER IN MANAGEMENT PROGRAMME SPECIALISATION « RETAIL MANAGEMENT & PRODUCT MARKETING »

Zumbo-Lebrument Cédrine, Professor and Researcher

Cedrine.zumbo-lebrument@esc-clermont.fr

Delphine Richagneux (PA)
Florent Chatir (PA)
Estelle Mandet(PA)
Fréderic Dutel (PA)
Claire Marcollet (PA)
Grégory Blanchard (PP)
Yannick Cartailler (PA)
Fabrice Bien (PP)
Domitille Léonard (PA)
Cédric Mahieu (PA)
Vianney Deregnaucourt (PA)
Romain Joyeux (PA)
Sara Panichi (PA)
Oriane Dambrune (PA)

Code : MGE-09-RETAIL-CO
Students : MGE3
Language : French & English
Face-to-face hours : 162 h
Total work : 288
ECTS credits : 18

Prérequis éventuels

Good command of English and French (40% of the courses in English, 60% in French).

For students with a 5-year higher education degree in pursuit of higher studies

Professionals in activity or in transition who have a 5-year degree or 4-year degree.

COURSE DESCRIPTION AND MANAGERIAL CONTEXT

The rise of digitalization of tools is impacting RETAIL and changing consumer behavior in a sustainable way. Manufacturers and distributors need managers who are shaped to meet the challenges of tomorrow: transversal and transdisciplinary for a more agile, more responsible and more creative distribution / trade. All dimensions are taken into account (marketing strategy, operational marketing, customer relations, business development, BtoB, BtoC...) as well as more recent issues: Fair trade and new businesses, mastering data for customer knowledge, rethinking the customer experience.

SKILLS TO BE ACQUIRED

Analyze the commercial environment of the company (mass distribution, specialized distribution, franchising, distance selling, etc.) and legal issues
→ Customer relationship management
→ Piloting a shelf and defining a customer experience
→ Define an omnichannel distribution strategy
→ Mastering purchasing management, logistics circuits and supply chain management
→ Analyze retailer and consumer panel data to improve customer experience
→ Define a marketing strategy (range of existing and new products)
→ Build a marketing plan and implement it
→ Mastering sales techniques and commercial arithmetic

TEACHING METHODS

Courses and real-life case studies with several professional retail experts
→ Marketing case studies - Groupe SEB and Product Innovation - Sabarot
→ Business game: Cesim retail (Management of a franchise of 5 stations)

Experimentation through a Retail Tour (2 days - Paris - visit of several concept stores)

GENERAL PROGRAMME

Sessions	Themes	Duration
1	**PRODUCT MARKETING**	*45h*
	• Product manager function	*6*
	• Brand management and new shopper behavior	*6*
	• Analysis of retailer and consumer panels (KANTAR and NIELSEN)	*12*
	• Building a marketing plan and implementing it	*12*
	• Product innovation: launch strategies and new concepts	*9*
2	**MANAGEMENT AND STEERING OF OPERATIONS**	*45h*
	• Purchasing and Supply Chain Management	*15*
	• Inventory and Logistics Management	*15*
	• Team Management and Business Skills	*15*
3	**DISTRIBUTION AND OMNICANALITY**	*45*
	• Strategies and CSR of French distributors	*6*
	• Fair trade and new businesses	*3*
	• Key account negotiation and commercial arithmetic	*6*
	• Commercial and contract law	*3*
	• Linear management and merchandising	*9*
	• Category Management and Customer Experience (UX)	*3*
	• Customer Relationship Management (CRM)	*6*
	• Omni channel - Sales Force	*9*
4	**FIELD EXPERIMENTATION and INNOVATIVE DESIGNS**	*27*
	• Business Game retail - Cesim RETAIL	*18*
	• Field experimentation	*9*

ASSESSMENT

Modality	Type	%
Individual	Individual evaluation in each course	60%
Collective	Continuous control (1, 2, 3, 4) Participation, case studies, practical work (1, 2, 3, 4)	40%

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- Cliquet G., Fady A., Basset G., 2006, *Management de la Distribution*, 2ème Edition, Dunod, Paris.
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