



INTERNATIONAL BUSINESS ADMINISTRATION (I.B.A.)

PROGRAMME 2008-2009

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This syllabus may be modified in order to adapt to developments in the world of work and to privilege improvement of teaching.

KEY

ABBREVIATION	EXPLANATION
ECTS	European Credits Transfer System
UE	Teaching Units
COURSES	
MKG	Marketing and Sales policy
ENV	Environment of the company
FC	Finance - Auditing
HO	Human resources
LAN	Languages-Intercultural Management
SIO	Information systems & optimisation des processus
PPP	Professionalism, follow up of personal project
PRO	Projects and studies
OPT	Optional courses
MKG471	Marketing and Sales policy, ESCIP4, Semester7, module n°1

ESCIP - FOURTH YEAR 2008-2009
FOURTH YEAR SYLLABUS
SEMESTER 7

Codes	MODULES	ECTS Credits	Course ESCIP/IBA	Course IBA	Practical Work ESCIP/IBA	Total	Instructors
MKG471	MARKETING & SALES PROCESSES Operational International Marketing	3	12 h		9 h	21 h	Mrs DE MURAT M. PITCHFORD Mrs PITAU
MKG472	Sales forecasts	2	6 h		9 h	15 h	
MKG474	Sales Presentation Merchandising	3		21 h		21h	
ENV471	ENVIRONMENT OF THE COMPANY International Business Strategy	3			18 h	18 h	M. JANORAY M. MURRAY M. JANORAY M. PITCHFORD M. MURRAY
ENV472	International Trade Law	1	15 h			15 h	
ENV473	Business Ethics	2		15 h		15 h	
ENV474	Doing Business in Europe	2		18 h		18 h	
ENV475	European Heritage and Culture	1		15 h		15 h	
FC472	FINANCE & AUDITING International finance	3		21 h		21 h	M. DAHER
HO472	HUMAN RESOURCES MANAGEMENT International Human Resources Management	2	15 h			15 h	Sylvia Przytuła
LAN475	LANGUAGES French as a foreign language	4		40 h		40 h	Mme BESSE - Mme THIERY
SIO471	INFORMATION SYSTEMS & PROCESS OPTIMIZATION Purchase and logistics	3	12 h		9 h	21 h	M. JESSULA
PPP471	PROFESSIONAL APPROACH Job Research Tools	1		9 h		9 h	M. MURRAY
	TOTAL	30					
OPT1-2-3-4-5	OPTIONAL MODULE Sport ou Créativité artistique ou Théâtre ou Passeport ESCIP ou Découverte LV3* (Espagnol / Italien / Chinois / Allemand) Project Management	1 3					Mme BIGO- M. EMPTAZ - Mme EMPTAZ - Mme PARENTY Mme GARCIA - Mme NASO - Mme FINARD
	TOTAL	4					
	TOTAL SEMESTRE 7	30+4	60 h	139 h	45 h	244 h	

* Les étudiants doivent sélectionner soit une activité sportive soit une activité artistique soit une LV3 soit le passeport ESCIP

COMPULSORY TEACHING UNITS

MARKETING & SALES PROCESSES

- Operational International Marketing
- Sales forecasts
- Sales Presentation Merchandising

OPERATIONAL INTERNATIONAL MARKETING

MKG471	Operational International Marketing		Year 4	Semester 7
Course : 12h	Practical work : 9h	Tutoring :	Length	21h
Instructor			Language	English
Academic supervisor	Sofiane AYADI		ECTS	3

COURSE OBJECTIVES

The objective of this course is to give students understanding of the operational international marketing principles of companies. Students should be able after the course to build international marketing mix for products and services.

TARGETED SKILLS

The course is designed to give students insights in :

- Building country selection charts.
- Developing international product-lines and consistent pricing.
- Understanding of communication campaigns.
- Building layouts of campaigns.
- Briefing international advertising agencies.

COURSE CONTENT

1 – The international environment :

- internationalisation concepts
- selection of international markets
- intercultural aspects and their impact on marketing : behaviour, attitudes and culture

Workshop 1 : analysis and selection of international markets (web research)

2 – International Product management and Pricing

Workshop 2 : case study on pricing

3 – International promotion techniques and tools :

- structure and organization of agencies
- copy strategy and promotion plan

Workshop 3 : building international campaigns : case study

4 – International Distribution channels and sales organizations :

- structure of distribution
- sales force structure

ASSESSMENT

Continuous assessment	40%
Written test	%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	40%
Individual case study	...%
Oral presentation	...%
Files / Exercises	...%
Other (à préciser) :%
Final exam	60%
	100%

REFERENCES

- Global Marketing Management*, 7th edition, KEEGAN (W.), Prentice Hall, 2002.
International Marketing, CATEORA (P.), GRAHAM (J.), McGraw-Hill, 2001.
Global Marketing Management, KOTABE (M.), HELSEN (K.), John Wiley and sons, 2000.

SALES FORECASTS

MKG472	Sales forecasts		Year 4	Semester 7
Course : 6 h	Practical work : 9 h	Tutoring :	Length	15 h
Instructor			Language	English
Academic supervisor	Aurélien MAZURE		ECTS	2

COURSE OBJECTIVES

The aim of this course is to enable the student to understand how sales forecasts are determined and more precisely to assimilate how to choose calculation methods, select data, interpret results and assess the process.

COURSE CONTENT

1 - Introduction to Business Forecasting :

A broad overview of business forecasting and its role in the corporation.

2 - Forecast Accuracy and Evaluation :

A look into evaluating the accuracy of forecasting methods.

3 - Exponential Smoothing Models :

A survey of exponential smoothing techniques with particular emphasis on the Holt-Winters family of models. Topics include pros and cons of using these models, how and when they should be applied, how they work.

4 - Event Models :

Event models extend the functionality of exponential smoothing models by providing adjustments for promotions, strikes and other noncalendar based events.

5 - Box-Jenkins :

An exploration into the use of ARIMA models for business forecasting. Topics include advantages/disadvantages of using these models, how and when they should be applied, automatic identification procedures, differencing and models diagnostics.

6 - Forecasting a Product Hierarchy :

A discussion of issues pertaining to forecasting large volumes of data. Topics include evaluating and forecasting SKU data, ABC (Pareto) classification of data, measuring accuracy across multiple time series, and the role of forecasting in Demand/Supply Chain Management solutions. An extension of batch forecasting, this section explores hierarchical forecasting techniques. Lesson topics include discussion of the need for forecasting at various levels, product vs. geographical hierarchies, reconciliation strategies, top-down vs. bottom-up approaches, and adjustment for seasonality.

7 - Dynamic Regression :

A look into the ins and outs of regression forecasting. Topics include determining when regression models are best applied, how to build the model, ordinary least squares, leading indicators, lagged variables.

8 - Forecasting software :

A look into the existing software.

ASSESSMENT

Continuous assessment	50%
Written test	%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Oral presentation	...%
Files / Exercises	...%
Other (à préciser) :%
Final exam	50%
	100%

REFERENCES

- Pratique de la Prévision des ventes, Conception de systèmes*, BOURBONNAIS (R.) & USUNIER (J.C.), Economica, 1997
Méthodes Statistiques en Gestion, TENENHAUS (M.), DUNOD, Juillet 1996
Mercator, LENDREVIE & LINDON, Editions Dalloz, 1997 (5^{ème} édition)
Marketing Management, KOTLER & DUBOIS, Editions Publi Union, 1997 (9^{ème} édition)
Marketing Opérationnel : liaisons et interfaces dans l'entreprise, CROUTSCHE (J.J.), Editions ESKA, 1993

SALES PRESENTATION MERCHANDISING

MKG474	Sales Presentation Merchandising		Year : 4	Semester : 7
Course : 21 h	Practical work	Tutoring :	Length	21h
Instructor			Language	English
Academic supervisor	Aurélien MAZURE		ECTS	3

COURSE OBJECTIVES

- To inform the students of the following :
 - the French distribution system;
 - the basic aspects of a sales presentation in B2B situations;
 - merchandising approaches that industrial companies can develop towards large-scale retailing (hypermarkets & supermarkets) ;
 - different tools/media/aids and software that can be used by salesmen depending on the type of merchandising they have to negotiate;
- To compare our French distribution system with their home distribution system ;
- To train them in selling using role play.

TARGETED SKILLS

- To be able to sell a product to the mass distribution in France.
- To be able to use merchandising arguments when selling a product.
- To be able to understand a merchandising approach developed by a company.

COURSE CONTENT

1 – The distribution system and sales presentation :

- general definitions concerning the distribution system
- the six steps of the sales process : goals and actions
- some techniques of communication and behaviour for

2 – Merchandising :

- the context and the general definitions concerning merchandising
- the different kinds of merchandising : What and how
- the tools/media/aids used in each kind of merchandising
- the implementation of a merchandising approach
- the main information and services brought by merchandising

ASSESSMENT

Continuous assessment	40%
Written test	%
Oral test	...%
Participation to the courses	10%
Group case study	...%
Individual case study	...%
Group report and oral presentation	15%
Files / Exercises	...%
Other (à préciser) : role play	15%
Final exam	60%

100%

REFERENCES

Marketing Management, KOTLER & DUBOIS, Publi-union, 2000.

Marketing Channels, COUGHLAN & STERN, Pearson, 2006

Questions that sell: the powerful process for discovering what your customer really wants, P. CHERRY, Amacom, 2006

Merchandising: Theory, principles and practice, GRACE I. KUNZ

Magazines: Action Commerciale, LSA, Point de Vente

ENVIRONMENT OF THE COMPANY

- International Business Strategy
- International Trade Law
- Business Ethics
- Doing Business in Europe
- European Heritage and Culture

INTERNATIONAL BUSINESS STRATEGY

ENV471	International Business Strategy	Year : 4	Semester : 7
Course :	Practical work 18 h Tutoring :	Length	18 h
Instructor		Language	Français
Academic supervisor	Sofiane AYADI	ECTS	3

COURSE OBJECTIVES

- To understand the development of international trade and the strategy of multinational companies.
- How to structure and develop organizations to meet changes in the international competitive environment.
- Through ten business cases, we will analyze the organization and international strategy of those multinational companies on a worldwide basis.

TARGETED SKILLS

To prepare students to understand and to operate in an international company as well as to realize the growing importance of emerging markets such as the BRIC countries.

Type of job : international project manager.

CLASS CONTENT

INTRODUCTION :

A new approach to being international :

1. Multidomestic strategy
2. Global strategy
3. International exporter strategy
4. Transnational strategy
5. Strategic alliance

A. STRATEGY, TACTICS AND BUSINESS PLAN

- DANONE
- Examples of French business strategy
- EUROTAINER

B. TRIAD STRATEGY AND BRIC COUNTRIES

C. STRATEGY FOR DEALING WITH CULTURAL DIFFERENCES

D. METHODS FOR FOREIGN DIRECT INVESTMENT

CONCLUSION

International manager qualifications

BUSINESS CASES PRESENTATION

Business case 1 : **NESTLE**

This case explores the methods NESTLE uses to manage its spreading operations.

Business case 2 : **CARREFOUR**

This case analyzes the location, pattern and reasons for Carrefour's international operating locations.

Business case 3 : PEPSICO in INDIA

This case describes the bargaining process for establishing a new venture in India.

Business case 4 : AVON

This case describes Avon's push into foreign markets and its combination of globally and nationally responsive practices.

Business case 5 : GENERAL ELECTRIC in HUNGARY

This case presents the dynamics of GE's management and control of Hungarian operations as those operations have grown.

Business case 6 : MAC DONALD in RUSSIA

This case examines the process of setting up a joint venture in Russia.

Business case 7 : FORD EUROPE

This case examines Ford's strategy for organizing production in Europe to take advantage of the European Union.

Business case 8 : WAL-MART MEXICO

This case presents how the implementation of NAFTA has affected WAL-MART success in Mexico.

Business case 9 : DAIMLER-CHRYSLER

This case presents an acquisition which started as a dream and finished as a nightmare.

Business case 10 : RENAULT-NISSAN

This case presents the strategic alliance implemented successfully by Carlos Ghosn.

ASSESSMENT

Continuous assessment	50%
Group oral presentation	30 minutes
Group written report	10-15 pages
Business case oral presentation	...%
Individual evaluation	25%
Business case written report	...%
Group evaluation	25%
Final exam	50%
	100%

RECOMMENDED BOOKS

International Business, by Daniels and Radebaugh, edited by Pearson.

International Business, by Griffin and Pustay, edited by Pearson

The dynamics of international strategy, by Segal-Horn and Faulkner, edited by Thomson Learning

International marketing strategy, by Frank Bradley, edited by Prentice Hall

INTERNATIONAL TRADE LAW

ENV472	International Trade Law		Year : 4	Semester : 7
Course : 15 h	Practical work	Tutoring :	Length	15 h
Instructor			Language	Anglais
Academic supervisor	Aurélien MAZURE		ECTS	1

COURSE OBJECTIVES

The course aims to give students a clear foundation course in international law pertaining to trade in goods and services, including history, functions and organization of principal organizations concerned, and taking account of the recent impact of information technology on intellectual property rights.

CLASS CONTENT

Processes of international trade prior to establishment of a legal framework:
piracy; imperial preference; US policy prior to 1939 and post-war; international trade law defined.

Evolution of the legal framework. The Bretton Woods Conference: purposes and goals; monetary order in the post-war world; inception and development of the GATT.

Different levels and structures of international trade relationships:

- unilateral measures (national laws)
- bilateral relationships (such as Free Trade agreements)
- plurilateral agreements (such as European Union)
- multilateral arrangements (GATT/WTO)

Profile of international organizations and institutions forming framework for international trade and trade laws; their origins, history, constitution, functions, achievements. To include:

- World Trade Organization
- UN Conference on Trade and Development (UNCTAD)
- UN Commission on International Trade Law (UNCITRAL)
- World Bank
- International Monetary Fund
- International Chamber of Commerce

The objectives and significance of successive "rounds" of trade negotiations; progress and setbacks towards trade liberalization.

Review of problems concerning specific trade issues e.g. agriculture and protectionism, consequences of EU enlargement, the growing role of emergent nations (particularly China) in international trade...

Dispute settlement procedures under WTO rules; some case studies drawn from recent disputes, and the judgments reached.

Intellectual property: definitions. Laws and conventions (Berne Convention, WIPO).

- Protection of patents and inventions
- interface between anti-trust and intellectual property law
- the impact of computer technology and the internet
- particular problems of computer software
- the challenge presented by music and video downloads and file-sharing.

ASSESSMENT

Continuous assessment	...%
Written test	...%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	...%
Files / Exercises	...%
Other (à préciser) :	...%
Final exam	100%
	100%

BUSINESS ETHICS

ENV473	Business Ethics		Year : 4	Semester : 7
Course : 15 h	Practical work	Tutoring :	Length	15 h
Instructor			Language	English
Academic supervisor	Sofiane AYADI		ECTS	2

COURSE OBJECTIVES

To understand the role of ethics in the business world and the ethical dilemmas encountered by managers.

TARGETED SKILLS

To give to students practical tools to handle moral dilemmas in the workplace and the world.
12 business cases for discussion with students will describe real business situations in which moral issues are raised.

CLASS CONTENT

Introduction : basic principles

What is Business Ethics ?
Arguments for and against business ethics

A. Ethics in international business

Legal and ethical issues
Bribery

B. Ethics in the market place

Perfect competition
Monopoly competition
Oligopolistic competition

C. Ethics and the environment

Two main sources of threats to the environment :
Pollution
Resource depletion

D. Ethics of consumer protection and marketing

Market and consumer protection
Advertising ethics
Consumer privacy

E. Ethics of job discrimination

Nature of job discrimination

Conclusion : The individual in the organization

What is a conflict of interest and how can it be avoided

BUSINESS CASES

Business case n°1 : NAPSTER SOFTWARE
Business case n°2 : PHILIP MORRIS TOBACCO
Business case n°3 : PEPSICO BURMA CONNECTION
Business case n°4 : THE HEALTH BUSINESS
Business case n°5 : BRIAN'S FRANCHISE
Business case n°6 : PLAYING MONOPOLY : MICROSOFT

Business case n°7 : A JAPANESE BRIBE
 Business case n°8 : GENETIC ENGINEERING AT MONSANTO
 Business case n°9 : AIDS AND NEEDLES
 Business case n°10 : THE TOY WAR
 Business case n°11 : GAP
 Business case n°12 : WORKING FOR ELI LILLY

ASSESSMENT

Continuous assessment	50%
Written test	...%
Oral test	...%
Group oral presentation	30 minutes
Group written report	10-15 pages
Individual evaluation on oral presentation	25%
Group evaluation on written report	25%
Files / Exercises	...%
Other (à préciser) :	...%
Final exam	50%
	100%

RECOMMENDED BOOKS

1. Business Ethics : concepts and cases, by Manuel VELASQUEZ, edition 6, edited by Pearson International.
2. Business Ethics : a management approach, by Joseph WEISS, edited by Thomson.

DOING BUSINESS IN EUROPE

ENV474	Doing Business in Europe		Year 4	Semester 7
Course : 18 h	Practical work :	Tutoring :	Length	18 h
Instructor			Language	English
Academic supervisor	Sofiane AYADI		ECTS	2

COURSE OBJECTIVES

- To provide students with a general understanding of the European Union.
- To examine the impact of the European Union on business organisations.
- To analyse different types of business, European markets and how to develop business within the European market.

COURSE CONTENT

1 – The European Union :

- Member states and business cultures including the transition economies
- European institutions, systems, structures and competitive advantage
- Progress towards the SEM
- Single European Currency
- European market.

2 – The European Business Environment :

- Competition, aid and industry
- Mergers and monopolies
- Operational implications of EU policies on trading within Europe
- European workforce and labour issues
- Pan-European marketing (B2B, B2C)
- Managing business operations in Europe

3 – The strategy and structure of European business :

- Strategy and the SEM
- Ethical business practices
- Europe: a financial hub
- Managing cultural diversity
- Social Responsibility
- Sustainable Development
- The greening of European business
- The importance of certain regions and business sectors
- SMEs and family-owned business
- European entrepreneurship and setting up a business in Europe

ASSESSMENT

Continuous assessment	50%
Written test	%
Oral test	...%
Participation to the courses	...%
Group case study	25%
Individual case study	...%
Oral presentation	25%
Files / Exercises	...%
Other (à préciser) :%
Final exam	50%
	100%

REFERENCES

Articles and case studies will be provided by the instructor.

EUROPEAN HERITAGE AND CULTURE

ENV475	European Heritage and Culture	Year 4	Semester 7
Course : 15h	Practical work :	Tutoring :	Length 15h
Instructor			Language English
Academic supervisor	Susan GIBBS		ECTS 1

COURSE OBJECTIVES

To get a general impression of the European Way of Life (with all its facets and differences).

COURSE CONTENT

A brief history of the EU :

- political map of Europe post-1945
- economic and social consequences of the defeat of Germany
- reasons and motives for forming the EEC
- its antecedents (Coal & Steel Community, Euratom,...)
- the crucial attitude of Britain ; the de Gaulle veto
- enlargement and development of EEC to EU and its present situation
- economic, social and political development of the EEC/EU
- the EU as a world trading power
- next steps and the question of Turkey

Consequences of Enlargement and Development :

- greater responsibilities with each step of enlargement
- strengthening of the decision-making processes
- funding which is adequate, fair and effective
- the need to maintain consensus

How the EU operates : Institutions of the Union and their functions.

External factors which have shaped the EU.

Steps to monetary union.

Steps to political union :

- a European Constitution
- more or less democratic ?
- citizens attitudes
- the use of referendums

History and its consequences.

The development of political power and the changing map of Europe in the 18th, 19th and early 20th centuries.

Perspectives : an earlier history of Europe from the Greeks to the origins of the Great War.

Profiles of major EU nations :

- land area, population, languages, religion
- democracy, government, institutions
- economy, GDP, principal industries
- situation with regard to the EU

European culture and its heritage :

- art, music, literature
- Europe in the digital age

Social and institutional Europe :

- the role of the state in key economies
- healthcare and social welfare
- education

The situation of women.

LEARNING METHOD

Learning will be based on lessons, case studies plus individual and group work.

ASSESSMENT

Continuous Assessment	100%
Written test	%
Oral test	...%
Individual contribution	50%
Group work	50%
Individual case study	...%
Oral presentation	...%
Files / Exercises	%
Other (à préciser) :%
Final exam	%
	100%

FINANCE & AUDITING

➤ International finance

INTERNATIONAL FINANCE

FC472	International finance		Year : 4	Semester : 7
Course : 21h	Practical work :	Tutoring :	Length	21h
Instructor			Language	English
Academic supervisor	Sofiane AYADI		ECTS	3

COURSE OBJECTIVES

This course will be an overview of international finance. The purpose is to explain how economic and financial theories can help us to understand the economic opportunities and challenges the world will face in the future. Students should have a working knowledge of Micro and Macro economics and finance.

TARGETED SKILLS

The student should be able to develop an objective vision concerning the financial health of a multination firm. Without focusing on the technical side, more practical skills will be developed.

COURSE CONTENT

Session 1

Introduction Chapter : Multinational Enterprise and Financial Management :

- the internationalization of business and finance
- multinational financial Management: Theory and Practice
- relationship to domestic financial Management
- the determination of exchange rates

Session 2

The Balance of Payments & International Economic Linkages :

- BP categories
- the international flow of Goods, Services and Capital

Session 3

The Foreign Exchange & Derivatives Markets :

- the foreign exchange Market
- currency futures and options markets
- other financial tools: Currency Swaps and Interest rate forwards

Session 4

International Financing & National Capital Markets :

- corporate sources and uses of fund
- eurobonds
- the cost of capital for foreign investments

ASSESSMENT

Continuous Assessment	...%
Written test	...%
Oral test	...%
Individual contribution	...%
Group work	...%
Individual case study	...%
Oral presentation	...%
Files / Exercises	%
Other (à préciser) :%
Midterm exam	50%
Final exam	50%
	100%

PRE-REQUISITES

Financial Theory
Investment choice under uncertainty
Statistics

REFERENCES

Alan G.SHAPIRO, *Multinational Financial Management*, eight edition, John Wiley & Sons, INC.

HUMAN RESOURCES MANAGEMENT

➤ International Human Resources Management

INTERNATIONAL HUMAN RESOURCES MANAGEMENT

HO472	International Human Resources Management		Year : 4	Semester : 7	
Course	15 h	Practical work :	Tutoring :	Length	15 h
Instructor				Language	English
Academic supervisor	Frank MEYER			ECTS	2

COURSE OBJECTIVES

This course aims to demonstrate that Human Resources are embedded in every components of an organisation, that they have a critical influence and that they must be considered at each stage of the decision making process.

The lessons will include strategic aspects such as Human Resource Strategy but also address operational elements such as Human Resource architecture, strategic planning, process definition and deployment.

They will also provide the students with a clear understanding of the key Human Resource management activities, thus helping them to identify the mains challenges as well as the concrete processes. As a result, they will be able, on the one hand, to work closely and cooperate efficiently with Human Resource professionals and, on the other hand, to include the appropriate ingredients in their management in order to ensure both their success and success of their teams.

We will also describe the amazing revolution currently taking place and dramatically impacting HR architectures, as far as Information Systems are concerned.

COURSE CONTENT

Chapter 1 :

- Funky Business!
- *Talent makes Capital dance*

Chapter 2 :

- The strategic role of Human Resource Management
- *Human Capital is at the heart of any organisation*

Chapter 3 :

- Main trends in Human Resource Management
- *History and prospective*

Chapter 4 :

- Human Resource Management key activities
- *The employee life cycle is the processes' driver*

Chapter 5 :

- Global Teams Management
- *The world is a (small) village*

LEARNING METHOD

Learning will be based on pre-reading, lesson preparation, case studies, plus individual and group work. Interactive mode is critical to the success.

Students will be asked to conduct specific research on selected topics.

ASSESSMENT

Continuous assessment	40%
Written test	...%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	40%
Files / Exercises	...%
Other (à préciser) :	...%
Final exam	60%
	100%

REFERENCES

Human Resource Management, DESSLER (G.), Prentice Hall, 2000.

Living Strategy : Putting People at the Heart of Corporate Purpose, GRATTON (L.), Prentice Hall, 2000.

Tomorrow's HR Management : 48 Thought Leaders Call for Change, ULRICH (D.), LOSEY (M.R.), LAKE (G.) et autres WILEY (J.) & SONS, 1997.

Le zéro mépris : comment en finir avec l'esprit de suffisance dans l'entreprise et ailleurs, SERIEYX (H.), Interéditions, 1991.

LANGUAGES

➤ French as a foreign language

FRENCH AS A FOREIGN LANGUAGE – Intensive Seminar

LAN475	French as a foreign language – Intensive Seminar	Year : 4	Semester : 7
Course : 24 h	Practical work	Tutoring :	Length : 24 h
Instructor		Language	French
Academic supervisor	Frank MEYER	Coefficient	2

COURSE OBJECTIVES

Discovery of French sounds, forms of courtesy, greetings, civil status, figures.

TARGETED SKILLS

- To pronounce the alphabet, to fill in a simplified registration forms.
- To understand (listening, reading) traffic information linked to own movements.
- To know how to present oneself.
- To know how to find one's bearings and to make one's way towards a precise place.
- To know how to understand and to express schedules.

COURSE CONTENT

1. How to present yourself

- Personal pronouns
- Present tense 'être', 'avoir' and verbes 1st groupe.
- Simple negation.
- Simple questions.
- Masculine / feminine - singular / plural
- Possessif pronouns

2. How to move

- Present tense of 'aller', 'venir', 'faire'.
- Imperative mood.
- Demonstrative pronouns.
- Prepositions (local).
- The means of transport.
- Role play: to be someone's guide, to ask your way.

3. How to organize time

- Near future.
- Negation.
- Date ; time ; days ; months ; seasons.
- French holidays and celebrations.
- Role play : to make an appointment.

ASSESSMENT

Continuous assessment	40%
Written test	20%
Oral test	20%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	...%
Oral presentation	...%
Files / Exercises	...%
Other (specify) :	...%
Final exam	60%

FRENCH AS A FOREIGN LANGUAGE - Beginners

LAN475	French as a foreign language – Post Beginners	Année : 4	Semestre : 7
Cours : 18 h	T.D.	Tutorat :	Durée : 18 h
Intervenants		Langue	Français
Responsable académique	Frank MEYER	Coefficient	2

OBJECTIFS PEDAGOGIQUES

Preparation for every day life in France (continuation of intensive French course).

TARGETED SKILLS

- Being able to fill in administrative documents
- Being able to use French in everyday situations : shopping, restaurant, local administration, social life

COURSE CONTENT

Learning how to speak French in situations related to buying, consumption, business and social life

- Shops
- Clothes : size, materials , shapes
- Health
- Food, drinks, French dishes La nourriture, les boissons, les plats français
- Writing a postcard
- Role plays – relating anecdotes ...
- Asking questions (how much, how ...)
- Expressing quantity (a little, a lot, enough ...)
- Present perfect
- Expressing time in the past
- Basic vocabulary – trade and companies

ASSESSMENT

Continuous assessment	40%
Written test	...%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	...%
Oral presentation	...%
Files / Exercises	...%
Other (specify) :	...%
Final exam	60%

100%

REFERENCES

Le français commercial, Langues pour tous, Pocket, 1985.
Le français à grande vitesse, Hachette, 1994.
Grammaire progressive du français, THIEVENAZ (O.), Editions Clé International, 1995.

FRENCH AS A FOREIGN LANGUAGE -Intermediate

LAN475	French as a foreign language - Intermediate	Year :	4	Semester :	7
Course :	18 h	Practical work	Tutoring :	Length	18 h
Instructor				Language	French
Academic supervisor	Frank MEYER			Coefficient	2

COURSE OBJECTIVES

As the prime objective is to integrate students in a French company, they will be prepared for getting a placement and quickly adapting to the company. This involves writing a CV, preparing for job interviews; students will also be introduced to business and economic vocabulary. Another objective is for students to master the French grammar necessary for quick, successful communication and adaptation. To achieve this, a number of written, audio and video documents will be used to answer students' questions and requirements. The emphasis will be on students' oral contribution.

COURSE CONTENT

1 - Adapting to a company :

- understanding a job offer
- writing a CV
- preparing for a job interview
- learning French social codes depending on the situation
- understanding a pay slip, a job contract
- knowing telephone expressions
- knowing how to ask for information and give instructions

2 - Daily communication :Narrative (telling a story), descriptive, argumentative (judging, appreciating) explicative, and informative discourses will be studied in daily life situations

- reading a map, asking for directions
- telling the time and knowing dates
- at the hotel, restaurant, station, bank, doctor's
- radio, television..., news
- a number of cultural milestones : songs, press articles, adverts, films

3 - Grammar :

- the noun group...structure and agreement : determiners; the noun; substitutes; adverb; adjective
- the verb group : conjugating the indicative present, perfect, imperfect, future, conditional, subjunctive present; imperative
- clauses
- sentences types and forms... construction

ASSESSMENT

Continuous assessment	40%
Written test	...%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	...%
Oral presentation	...%
Files / Exercises	...%
Other (specify) :	...%
Final exam	60%

INFORMATION SYSTEMS **& PROCESS OPTIMIZATION**

➤ Purchase and logistics

PURCHASE AND LOGISTICS

SIO471	Purchase and Logistics		Year : 4	Semester : 7
Course	12 h	Practical work : 9 h	Tutoring :	Length
Instructor			Language	21 h
Academic supervisor	Sofiane AYADI		ECTS	English
				3

COURSE OBJECTIVES

Understand the strategic importance of purchase and logistics, and how leading companies develop a system that will reduce defective parts, cut costs and improve efficiency and competitiveness

Explain the integration of activities of the supply chain, the interactions between suppliers, manufacturers, distributors and customers and different flows (material flow, information flows...).

Present the best purchasing strategies, opportunities to improve Supply chain as to satisfy the end customer, economics of e-commerce.

COURSE CONTENT

1 – Introduction to Supply Chain Management

2 – Purchasing and Procurement

3 – Total Quality Management

4 – e-procurement and e-commerce

5 – JIT system

6 – Supply Chain Strategies

7 – Delivery and distribution systems

8 – Manufacturing and Scheduling processes

9 – New challenges and new models

ASSESSMENT

Continuous assessment	40%
Written test	...%
Oral test	...%
Contribution to the class and case studies	...%
Group case study	...%
Individual case study	...%
Group work	...%
Files / Exercises	...%
Other (à préciser) :	...%
Final exam	60%

100%

REFERENCES

S.CHOPRA, P.MEINDL, Supply Chain Management, Pearson Education International, 2004

BOWERSOX & CLOSS, Logistical Management : the integrated Supply Chain Process, Mac Graw-Hill ISBN

Philippe-Pierre DORNIER, Michel FENDER : La logistique globale, Editions d'Organisation

G.Baglin, O.Bruehl,... : Management industriel et logistique, Economica

A.K.Samii : Strategie logistique, Dunod, 2004

COMPLEMENTARY TEACHING UNITS

PROFESSIONAL APPROACH

➤ Job Research Tools

JOB RESEARCH TOOLS

PPP471	Job research tools		Year : 4	Semester : 7
Course : 9h	Practical work :	Tutoring :	Length	9h
Instructor			Language	English
Academic supervisor	Susan GIBBS		ECTS	1

COURSE CONTENT

Key points :

- The Executive Job Market in Europe – how it functions
- Strategies for job research
- How to write and present your CV
- National, regional and cultural variants
The anonymous CV – obfuscation, political correctness, or a valid anti-discriminatory measure?
- The cover letter or letter of motivation
- How to be – and how not to be – interviewed
- Equal opportunities, gender discrimination, and the law
- The technique and value of references
- Role-plays (interviewing and being interviewed)
- Employment contracts
- The culture (and future) of the “golden hello” and “golden handshake”
- Practical help with internships in Europe

Practical help with getting an internship in Europe.

ASSESSMENT

Continuous Assessment	100%
Written test	%
Oral test	...%
Participation at discussions	...%
Group case study	50%
Individual contribution	50%
Oral presentation	...%
Files / Exercises	%
Other (à préciser) :%
Final exam	%

100%

OPTIONAL TEACHING UNITS

OPTIONAL MODULE

- Sport
- Creative expression
- Theatre
- ESCIP Passeport
- LV3 (Spanish / Italian / Chinese)

SPORTS

OPT1	Sports	Year : 4	Semester : 7
Course :	Practical work :	Tutoring :	Length : 18 h
Instructor			Language : French
Academic supervisor	Nathalie DEBEL		ECTS : 1

OBJECTIVES

General:

- To develop one's potential resources by seeking success and effectiveness through the individual and collective action, self-confidence, personal fulfillment,
- To acquire skills and knowledge necessary to maintaining physical well being life and the life long health,
- To have access to cultural inheritance made up by the diversity of physical, sporting and artistic activities.

Specific:

- To facilitate the integration of students,
- To reinforce ESCIP's team spirit,
- To encourage the students' physical and psychosocial development.

COURSE CONTENT

- Concrete situations: exploitation of sport will be centered on making both motor and psychological skills operational.
- Differentiated and personalized courses - making a choice between a sports activity of competition and/or a physical maintenance and personal development.
- Project management ; managing a team, creating and follow up of a sports event.

Activities :

- athletics,
- badminton
- basket-ball
- fitness
- football
- handball
- squash
- tennis
- table tennis table
- volley-ball

ASSESSMENT

Assessment during the sessions

CREATIVE EXPRESSION

OPT2	Creative Expression		Year : 1	Semester : 1+ 2
Course :	TD :	Tutoring :	Length	18 h
Instructor			Language	French
Academic supervisor	Nathalie DEBEL		Coefficient	1

COURSE OBJECTIVES

- Design and carry out all types of artistic works ; drawings, paintings,, sculptures, photographs, reliefs, computerised collages, assemblings, installations...
- Set up an exhibition at ESCIP

COURSE CONTENT

- To develop, try out or begin diverse practices (initiation to GIMP, computer software for example) by opening up to today's world of art.
- To take advantage of local places of art (Espace 36, High school chapel, Hotel Sandelin museum, N. Cheval gallery)
- To choose and adapt in relation to the message one wishes to transmit – the theme for this year is « difference »
- que l'on faire passer : le thème retenu pour cette année est *la différence*.

BIBLIOGRAPHY

Revue : Art presse, Beaux Arts Magazine, Parachute...

Ouvrages généraux : Une Histoire de l'Art au 20^{ème} siècle, B.BLISTENE, éditions Beaux Arts Magazine 2002.

L'Art contemporain, mode d'emploi, E. COUTURIER, éditions Filipacchi, 2004.

L'Aventure de l'Art au 20^{ème} siècle, J.L. FERRIER, Hachette, 1999.

THEATRE

OPT3	Theatre		Year : 4	Semester : 7
Course :	TD :	Tutoring :	Length	18 h
Instructor			Language	French
Academic supervisor	Nathalie DEBEL		Coefficient	1

COURSE OBJECTIVES

- To develop the ability to communicate through learning about the principles and techniques of improvisation.
- To understand the usefulness of improvisation in everyday life.

TARGETED SKILLS

- To know how to listen and communicate, work both individually and collectively, take initiatives and be reactive in real life situations.

COURSE CONTENT

- Discovery of the different aspects of improvisation around the world through particular contexts and examples.

ASSESSMENT

Continuous assessment	40%
Written test	...%
Oral test	...%
Class participation	20%
Group case study	...%
Individual case study	... %
Oral presentation	20%
Files / Exercises	...%
Other (specify) :%
Final exam	60%
100%	

ESCIP PASSPORT

OPT4	ESCIP Passport		Year : 4	Semester : 7
Course :	TD :	Tutoring :	Length	18 h
Instructor			Language	Français
Academic supervisor	Virginie PARENTY		Coefficient	1

COURSE OBJECTIVES

- To promote ESCIP on a regional, national and even international level to future students, parents, professionals and associations.

PROJECT CONTENT

- Students participate in student fairs and forums in secondary schools and establishments of higher education (BTS, DUT,...)
- They participate in the organisation of entrance exams and open class days for potential students and their parents
- They participate in giving out information about the school and putting up posters outside schools.
- They will receive communication training : how to develop arguments, answer open questions, detect people's motivations and adopt their behaviour accordingly, be an attentive listener, express empathy , conviction and persuasion.

EVALUATION

- Attendance.

Detailed report after each event : assessment of the event, concrete proposals on how to improve

Performance within a group.

- , Behaviour, appearance, oral expression, attendance, punctuality.
- Organizational skills : documentation, logistics, reporting, insurance, trips,...

This module requires a lot of time both in organization and in presence off campus.

This module is for open-minded, curious students who are sociable and who have a real interest in the school and its programme.

SPANISH LV3 : POST BEGINNERS

OPT5	Spanish LV3 : Post Beginners	Year 4	Semester : 7
Course :	TD	Tutoring :	Length 18 h
Instructor		Language	Spanish
Academic supervisor	Frank MEYER	Coefficient	1

COURSE OBJECTIVES

Students should be able to use oral Spanish language in class and participating in both individual and group work. The teaching will be supported by written (see bibliography), audio and video material. Active participation from the student is expected.

COURSE CONTENT

1 – Oral skills :

- Introducing yourself.
- Describing habits.
- Expressing likes and preferences .
- Proposing a sales argument.
- Expressing opinions and justifying them.
- Giving advice.
- Presenting a company.
- Explaining your C.V.

2 – Written skills :

- Numbers.
- Nominal group.
- The verb to be.
- Conjugation of the present tense. Main irregular verbs.
- (A MI) (NO) ME INTERESA(N) / GUSTA(N) / ENCANTA(N).
- HABER / estar;
- Y / NI / TAMBIEN / TAMPOCO.
- Interrogative phrases.
- NECESITAR / TENER QU + infinitive.
- Personal pronouns, direct and indirect objects.
- Reflexive verbs.
- Adverbs of frequency and quantity.
- C.V. and application letter.

ASSESSMENT

Continuous assessment	100%
Written test	40%
Oral test	20%
Participation	...%
Group case study	...%
Individual case study	... %
Oral presentation	20%
Files / Exercises	20%
Other (specify) :%
Final exam	...%

100%

BIBLIOGRAPHY

SPANISH LV3 : LOWER INTERMEDIATE

OPT5	Espagnol LV3 : Lower Intermediate		Year 4	Semester : 7
Course :	TD	Tutoring :	Length	18 h
Instructor			Language	Spanish
Academic supervisor	Frank MEYER		Coefficient	1

ACADEMIC OBJECTIVES

The students should be able to use oral Spanish language in class and participating in both individual and group work. The teaching will be supported by written (see bibliography), audio and video material. Active participation from the student is expected.

COURSE CONTENT

1 – Oral skills :

- Understanding offers of employment.
- Understanding instructions.
- Telephone techniques.
- At a hotel or restaurant.
- Reciting stories and memories...
- Giving instructions.
- Comparing people and things...
- Simulation job interview : C.V., letter of recommendation, telephone conversations.
- Spanish businesses (MANGO).

2 – Written skills :

- SER / ESTAR.
- ESTAR + ing.
- The past.
- Impersonal form
- The simple past.
- Comparative
- The near future.
- The relatives.
- The imperative.
- Indefinite articles
- The conditional present.
- Exclamations.
- Imperfect and subjunctive.
- Adverbs.
- Present subjunctive.
- POR / PARA.
- C.V. and letter of recommendation.

ASSESSMENT

Continuous assessment	100%
Written test	40%
Oral test	20%
Participation	...%
Group case study	...%
Individual case study	... %
Oral presentation	20%
Files / Exercises	20%
Other (specify) :%
Final exam	...%
	100%

BIBLIOGRAPHY

Gente : Curso de Español para Extranjeros, MARTIN PERIS (E.), SANS BAULENAS (N.), Difusión, 1997.
Intercambio, MIQUEL (L.), SANS (N.), Difusión, 1995.
En Equipo, ES, édition, Edinumen, 2002.
Claridad, CARO ALDA (O.), HIERRO FLORES (A.), DE MAZIERES (V.), Martorana, 1998.
Uso de la Gramática Española, CASTRO (F.), EDELSA, 1997.

ITALIAN LV3 : POST BEGINNERS

OPT5	Italien LV3 : Post Beginners	Year : 4	Semester : 7
Course :	TD :	Tutoring :	Length
Instructor			18 h
Academic supervisor	Frank MEYER	Language	Italien
		Coefficient	1

COURSE OBJECTIVES

The students should be able to use oral Italian language in class and participate in both individual and group work. The teaching will be supported by written (see bibliography), audio and video material. Active participation from the student is expected.

COURSE CONTENT

1 – Oral skills :

- Understanding, asking and giving information, opinions and decisions in daily life and in business.
- Describing your habits.
- Expressing likes and dislikes.
- Expressing opinions and justifying them.
- Giving advice.
- Reading texts and understanding principle information.
- Presenting a business.
- Explaining a C.V.

2 – Written skills :

- Numbers.
- Articles.
- Nominal group.
- Auxiliaries
- Prepositions.
- Possessive adjectives.
- Number adjectives.
- Direct and indirect pronouns.
- Regular and irregular verbs (present, past, future, imperative).
- Verbs of movement.
- C.V. and letter of recommendation.

ASSESSMENT

Continuous assessment	100%
Written test	40%
Oral test	20%
Participation	...%
Group case study	...%
Individual case study	...%
Oral presentation	20%
Files / Exercises	20%
Other (à préciser) :%
Final exam	...%

100%

BIBLIOGRAPHY

« La lingua italiana per stranieri » Corso Elementare ed Intermedio, Katerin Katerinov, BORIOSI, KATERINOV (M.C.), Edizioni Guerra-Perugia.
« Grammatica Essenziale della lingua italiana con esercizi », MEZZADRI (M.), Edizioni Guerra.
« Grammatica Essenziale della lingua italiana, Esercizi supplementari e test », MEZZADRI (M.), PEDERZANI (L.), Edizioni Guerra.
« 8000 Verbes italiens », Becherel.
«Italien, Petit Vocabulaire», DEL LITTO (V.), GOURSONNET (A.), Orphys

ITALIAN LV3 : INTERMEDIATE

OPT5	Italien LV3 : Intermediate		Year : 7	Semester : 7
Course :	TD :	Tutoring :	Length	18 h
Instructor			Language	Italien
Academic supervisor	Frank MEYER		Coefficient	1

COURSE OBJECTIVES

The students should be able to use oral Italian language in class and participate in both individual and group work. The teaching will be supported by written (see bibliography), audio and video material. Active participation from the student is expected.

COURSE CONTENT

1 –Oral skills:

- Understanding job offers .
- Understanding economic texts.
- Understanding instructions
- Telephone language.
- At the hotel or restaurant.
- Reciting stories and memories...
- Giving instructions.
- Comparing people and things...
- Job interview simulation : C.V., letter of recommendation, telephone conversations.
- An Italian company.

2 –Written skills:

- Qualifying adjectives.
- Comparative
- Superlative.
- Demonstrative adjectives
- Relative pronouns.
- Indefinite pronouns.
- Conditional and subjunctive.
- Reflective verbs
- Tenses
- Using the subjunctive.
- Difficulties and pitfalls of the Italian language.
- C.V. and letter of recommendation.

ASSESSMENT

Continuous assessment	100%
Written test	40%
Oral test	20%
Participation	...%
Group case study	...%
Individual case study	... %
Oral presentation	20%
Files / Exercises	20%
Other (à préciser) :%
Final exam	...%

100%

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 « Grammatica Essenziale della lingua italiana con esercizi », MEZZADRI (M.), Edizioni Guerra.

« Grammatica Essenziale della lingua italiana, Esercizi supplementari e test », MEZZADRI (M.), PEDERZANI (L.), Edizioni Guerra.
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« Italien, Petit Vocabulaire », DEL LITTO (V.), GOURSONNET (A.), Orphys.
« Italien commercial et économique », SANDRE (L.), L'hermes.
« L'italien des affaires en 1000 mots », BELIN.
« Come scrivere un C.V. efficace », COLBALCHINI CONTI (E.), Editore De Vecchi.
La presse italienne : La Stampa, L'Espresso, Panorama, Espansione,...

CHINESE LV3 : POST BEGINNERS / PRE INTERMEDIATE

OPT5	Chinois LV3 : Post Beginners – Pre Intermediate	Year : 7	Semester : 4
Course :	TD :	Tutoring :	Length : 18 h
Instructor			Language : Chinois
Academic supervisor	Frank MEYER		Coefficient : 1

COURSE OBJECTIVES

With the help of a new phonetic technique « pinyin-transcription » post beginners and pre intermediate students will be trained in order to use contemporary Chinese orally and give them a base in business language.

COURSE CONTENT

1 – Oral communication

Basics :

- To introduce oneself and to greet others: name, nationality, profession, family, address.
- To understand personal information of others, to speak about your family, to understand others speaking about their families, to count from 1 to 30.
- To reserve a hotel room, to count from 31 to 61, to give and understand telephone numbers, to say the date.
- To speak about travel plans, dates of travel, to read and understand timetables.
- To buy a plane or train ticket; to understand flight and train timetables, to understand and give directions, speak with people you meet, count from 61 to 100.
- To make a hotel reservation, to ask about the facilities at the hotel.
- To say the time, to speak of likes and dislikes, to ask about living conditions in China.
- To reserve a table at a restaurant, to order a meal at a restaurant, to order a drink in a cafe.
- To ask about travelers checks, to ask about the rate of exchange and to ask about opening a bank account.
- In town, shopping: to buy gifts, clothes, to ask for directions.
- To ask for petrol at a service station, to obtain services at a garage, to understand road signs, to go through customs, to find your way around the Peking metro, to understand information about the Chinese transport system.
- To go to the doctor, describe your symptoms, and understand medicines prescribed.

Pre-intermediate :

- To correctly present yourself (name, nationality, level of study, specialty, knowledge of languages, experience within your chosen field, future prospects).
- Revision : describe your habits and hobbies, present your family (each member of the family and their social status, their profession, habits and hobbies).
- Simple telephone conversations, establish contacts with potential clients, use informal vocabulary.
- Talk about specific jobs, obtain information on working conditions, and draft a C.V.
- Learn necessary commercial vocabulary and put it into practice: catalogue of goods, samples of products, delays and modes of delivery, invoicing, guaranties, taxes and customs clearances.
- Imagine working in a shop: Give details of all the isles in the stores and where they are situated, give details of the products and their prices, and imagine a case of complaint.
- Know how to read and understand advertisements, job offers
- In the case of sickness: accidents on the way to and at work, consulting a doctor, how to say the names of the organs of the body, describing exactly how the accident happened and where it hurts.
- Using Chinese in professional situations, practicing Chinese with ease, and combining your knowledge of Chinese.
- Practice oral Chinese in 8 different situations :
 - in a travel agency
 - being a secretary
 - looking for a job
 - an accident at work
 - une campagne de vente
 - un billet à tarif réduit
 - s'implanter en Chine
 - at customs

2 – Grammatical skills:

- Numbers.
- Time (days of the week, the four seasons, semesters (terms), and years).
- The nominal group
- Principal and irregular verbs.
- Interrogative phrases.
- The principle tenses : simple past + present + future.
- Pronouns.
- Les comparatifs.
- Possessive and demonstrative adjectives.
- Imperative.
- Reflexive verbs.
- Adverbs of frequency and quantity.
- Proposition.

ASSESSMENT

Continuous assessment	100%
Written test	40%
Oral test	20%
Participation	...%
Group case study	...%
Individual case study	... %
Oral presentation	20%
Files / Exercises	20%
Other (à préciser) :%
Final exam	...%

100%

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China panorama – Approaching CHINESE, intermediate Chinese, Chinese for business, Chinese for tourism. Beijing, Langue et Culture press, 2005.