



International Bachelor Programme

January to June 2012

COURSE CATALOGUE



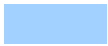


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Reims Management School

Located in the heart of the Champagne capital of the world, 45 minutes by train from Paris, Reims Management School has been in existence since the creation of the Grande Ecole program (Master of Science in Management) in 1928. The school has grown to be a school of more than 4,400 students with 88 permanent faculty members and 500 visiting professors.

Constantly striving for excellence, RMS is accredited by the European Quality Improvement System (EQUIS) since 2000 and by the Association of MBAs (AMBA) since 2006. The school obtained in 2010 the renowned American accreditation, Association to Advance Collegiate Schools of Business (AACSB). Hence RMS belongs to the small number of schools worldwide to be triple accredited at an international level.

RMS is a French business school with a strong international focus. All students studying at RMS have the opportunity to spend one semester abroad studying in one of the RMS partner schools throughout the world. The school currently has over 150 partner schools, in approximately 42 countries on 5 continents. Over 60% of these partner schools are accredited AACSB, EQUIS or AMBA

RMS offers a wide range of management courses taught in English and in French throughout the academic year. This catalogue highlights our course offering for the January to June period at the Bachelor level. Management level courses taught in English are also offered at Masters Level from September to June each academic year.

The International Relations Office (IRO) is committed to assisting all international students to integrate effortlessly into the school and into life in France. The IRO provides assistance to students in finding accommodation on or close to campus. Students living off-campus can take a short bus ride of 10 minutes from the school to the city centre. Welcome days are organised where all procedures are explained to students (registration details, residents permit, social security etc.), culminating with a complimentary visit of a popular champagne cellar.

We welcome you to Reims Management School and the home of champagne!

International Bachelor Programme

Students who wish to take part in this programme will have a total of 225 contact hours of courses including 4 mandatory courses and a choice of 1 optional course. Students can therefore validate 30 ECTS (European) credits.

Each student will have an insight into French culture, as well as the French business and management environment.

The optional courses will allow students to gain knowledge in topics we specialize in.

- France and Reims are synonymous with Luxury. Being in the heart of the Champagne region and in a country which is devoted to luxury products, this option will give an insight to “luxe à la française”. With prestigious partners and a historic background, this option is perfect for students willing to work with some of the most successful French international companies.
- Finance is one of Reims Management School’s areas of strength. This option is for all students willing to get an insight on current financial aspects, meeting with renowned companies in the financial world.
- Strategy and Entrepreneurship will allow students to gain an enthusiastic and enlightening approach to creating and managing their own business.

Academic Calendar

Deadline to apply to our University : November 1st, 2011	
International Welcome Days	January 27, 2012
Beginning of Semester	January 30, 2012
MANDATORY COURSES (24 ECTS)	
French Language & Culture	January 30 to February 17
Management in a European Context <i>* Winter Holidays</i>	February 20 to March 16 <i>* February 25 to March 4</i>
Integrated Business Management	March 19 to April 6
No class	April 9 to 13
Intercultural Management in Global Business Environment <i>*Spring Holidays</i>	April 16 to May 11 <i>* April 21 to May 1</i>
OPTIONAL COURSES* (6 ECTS) <i>* student must choose only one courses during that period</i>	
Luxury Marketing	May 14 to June 1
Auditing & Risk Management Practices	May 14 to June 1
Strategy & Entrepreneurship	May 14 to June 1
End of Semester	June 1 st

A Guide to the French Grading System

The French grading system is based on a 20 point scale; where 0 is the lowest grade and 20 is the highest. Overall to pass, a student must obtain an overall average of 10 and not less than 8 in any one class.

Grade	Comments
14-20	Exceptional Performance: Detailed in-depth knowledge of the theory and techniques taught in class; able to easily communicate this knowledge; independent and original practical application of the theory and techniques
12-13.99	Good Performance: Good overall understanding of the theory and techniques taught in class and ability to apply as well as to communicate them well
10-11.99	Satisfactory Performance: Satisfactory understanding of the theory and techniques taught in class and ability to adequately apply and communicate them
8-9.99	Unsatisfactory Performance: Elementary understanding of most of the theory and techniques taught in class but considerable weaknesses in some areas as well as in the ability to apply and communicate this understanding
Less than 8	Failure: Inadequate and fragmented knowledge of the theory and techniques taught in class or failure to complete assignments

Below, the average grade distribution at Reims Management School :

	... 0 and 1,99	2 and 3,99	4 and 5,99	6 and 7,99	8 and 9,99	10 and 11,99	12 and 13,99	14 and 15,99	16 and 17,99	18 and 20
% of grades between...	0,5	1,0	1,5	5,5	21,0	27,5	24,0	13,0	5,0	1,0
Comments	given for completely and unacceptable performance		given for a very hesitant, insufficient, and unsatisfactory performance		given for a mediocre performance, slightly below average	Given for the average performance	given for a good performance a little above average	given for a very good performance	given for an exceptional and excellent performance	



10 = PASS

Mandatory Courses

French Language & Culture

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Christine Wilmotte	Credit:	6 ECTS	Level:	Undergraduate
Language:	French	Hours:	45 h		
Period:	January 30 th to February 17				
Prerequisite:	None				

Context, issues, objective

Students will learn how to speak in French and how to live in France

Knowledge to be acquired when completing the course

French language tools for daily life

Knowledge of life in France and its culture

Teaching methods and recommended reading

(2 groups will be made – beginners, intermediates-advanced)

Exercises (the skills of speaking, listening, reading and writing)

Learn by doing, simulations, discussions, video

Plan of course (sample dates only)

- Introduction, greetings,
- Counting: numbers,
- Express an assessment,
- Interrogation, negation,
- Verbs
- Time schedule (days, months, years)
- Make an appointment,
- The food in France
- French history and geography, French society

Assessment Methods

Continuous evaluation

Bibliographic Elements

Beginners: book to be used : Café Crème 1 (Ed. Hachette)

Management in a European context

Non-binding document – Course syllabi are subject to changes and updates

Coordinator:	Edgar Bellow	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	February 20 to March 16				
Prerequisite:	None				

Context, issues, objective

Understand the importance of history and politics in the construction of Europe, with a focus on France particularly.

Analyse in depth the functioning of Europe regarding institutions at a macro and micro economic level. Understand the influence of the cultural environment on Management.

Discover the importance of global strategy and geopolitics

Knowledge to be acquired when completing the course

By the end of this course, student will be able to:

- Define and distinguish European Models of Management
- Describe how European Culture impact its Corporate Management
- Understand the place of Europe on the world geopolitical scene

Teaching methods and recommended reading

Theoretical teaching and Case Studies, it will be based on reading methods which will be communicated to the students.

Plan of course (sample dates only)

1. European history and Identity
2. The European Institutions and Europe as an economic power
3. Geopolitics of Europe
4. Management Across Europe (France, Germany, UK and Russia)
5. Student Case Study Presentation and Concluding Remarks

Assessment Methods

Continuous Assessment: 100%

All document allowed

No calculator allowed

Invited lecturers

Dr. Catherine Aubier, Ms. Jutta Stein, Dr. David Evans, Dr. Rouslan Koumakhov

Bibliographic Elements

Articles: Supplemental article will be assigned incrementally throughout the lectures, and will be made available to you on School (RMS) Library

McCormick J., Understanding European Union: A Concise Introduction, 3rd Ed. Palgrave Mcmillan, 2005

Integrated Business Management

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Dominique Garval (simulation) Sharam Alijani (course)	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	Mach 19 to April 6				
Prerequisite:	None				

Objectives

You will learn how to:

- put strategy into action throughout the organization
- gain commitment from individuals in the organization
- achieve strategic coherence throughout the organisation
- build a common approach and a common vocabulary
- network and share experiences, know-how and inspiration

Pedagogical Methods

- Learn by doing
- Problem based learning
- Conceptual inputs and mini-cases
- Teamwork
- Total immersion
- Application to clients live business issues
- Marketplace computer simulation

Content

- What does it mean to think in strategic terms?
- Who should think in strategic terms?
- The ingredients of a strategy: objectives, strategies and tactics
- Crafting strategy versus expressing strategy
- Vertical integration of strategies
- Horizontal integration of strategies
- Other key strategic integrators
- Strategy deployment and control
- The management of strategy
- Building commitment to strategy
- Key learning points
- Do's and don'ts

Bibliography

To learn about the Marketplace simulation: <http://www.marketplace-simulation.com>

Intercultural Management in a Global Business Environment

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Edgar Bellow	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	April 16 to May 11				
Prerequisite:	None				

Context, issues, objective

Knowledge to be acquired when completing the course

By the end of this course, students will be able to:

- Understand the impact of culture awareness on the corporate success
- Foster the necessary consciousness to operate effectively in the field of international negotiation
- Assimilate and apply contemporary theory on cultural difference and learn to decode complex intercultural situations

Teaching methods and recommended reading

Theoretical teaching and Case Studies, it will be based on reading methods which will be communicated to the students.

Plan of course (sample dates only)

1. International economic context
2. Defining culture, cultural programming, stereotypes, cybernetics
3. Models and criteria for cultural differentiation
4. International meetings and negotiation
5. Student Case Study Presentation and Concluding Remarks

Assessment Methods

Continuous Assessment: 100%
All document allowed
No calculator allowed

Invited lecturers

Prof. Dr. Wolfgang Blumbach from HTW Saarbrücken, Germany

Bibliographic Elements

Schneider S.C., Barsoux J-L., Managing Across Cultures, Pearson Ed, FT 2002

Articles: Supplemental article will be assigned incrementally throughout the lectures, and will be made available to you on School (RMS) Library

Optional Courses

Option 1: Luxury Marketing

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Nathalie Spielman	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	May 14 to June 1				
Prerequisite:	None				

Course Description

« *Consommer du luxe, c'est consommer à la fois un produit, une légende/un mythe, une tradition, des savoir-faire et un rite d'usage* » - Gilles Lipovetsky

Luxury – accessible to few, desirable by many. This course will allow students to better understand the general premises of marketing luxury brands and products, the considerations required for this type of activity, and the implications of the current market environment on luxury initiatives. Using case studies and real world examples the economic, marketing, and emotional dimensions of luxury will be reviewed.

Course Learning Outcomes

Luxury marketing is a 45 hour class that consists of 30 hours of class lectures and work and 15 hours of professional interventions and conferences. Potential partners and/or studied cases include: Printemps, Kempinski Hotels, Champagne houses, Groupe Richemont, ongchamps ...

Topics that will be covered include, but are not limited to:

Defining luxury and luxury brands

- Design, creation and lifecycle of luxury brands
- Types of luxury positioning (upscale to super luxury) and examples of
- Brand portfolios and the management of brand value
- Product focus: Champagne
- Consumer behaviour and luxury
 - Demographic shifts and psychographic profiles
 - Trading up, downsizing to maximize
 - Emotional aspect of luxury brands
 - Experiencing luxury (service, atmospherics, sensorial and experiential marketing)
 - Product focus: Luxury retailers (i.e. Printemps, Hediard, Hotels)
- Distribution and consumption of luxury brands
 - Massclusivity, niche marketing, pay as you go luxury

- Distribution and liquidity of luxury brands
- Products with blurred value lines – democratizing luxury (perfume, designer brands)
- Purchase cycles and frequency
- Product focus: Perfume and designer clothing
- Advertising and marketing strategy of luxury brands
 - Price = luxury?
 - Co-branding of luxury brands
 - Advertising luxury brands, even in times of crisis
 - Product focus: Diamonds, automotive

At the end of the course, students will be able to:

- Understand the specificity and the evolution of luxury companies in terms of consumption and market: the paradox of luxury products, the impact of democratization of luxury sector, the picture of the new consumer of luxury products.
- Understand the concepts of marketing and the strategies which are settled by big brands of luxury products in order to develop and conserve their personal “touch”.
- Allow students to apply the methods, techniques and specific approaches of marketing of luxury products in different contexts.

Pedagogical Approach

Teaching methods used are meant to engage the students to better understand not just the fundamental principles discussed in class but to also learn how to think about target markets and learn to think ‘in the shoes of others’. As such, techniques that will be used include:

- In class case study evaluations
- Group work – create a luxury marketing strategy
- Examination of current luxury brands and campaigns and evaluations of them
- In class discussions and debates

This constructivist approach means that participation from the student as well as from the instructor are essential to the learning process. The instructor facilitates the desire to learn but the student must willingly engage and input to the process.

Materials used for the course could include key academic articles as well as readings from the public domain and advertising campaigns. Case studies will be the main learning tool to demonstrate the application of learning, supplemented by professional interventions and perspectives.

Assessment

- Exam (30%)
- Individual project (20%)
- Group term project (30%)
- Participation (20%)

Option 2: Auditing & Risk Management Practices

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Nathalie Subtil	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	May 14 to June 1				
Prerequisite:	None				

With the cooperation of:

Price Waterhouse Coopers, Ernst & Young Audit, Deloitte & KPMG and MAZARS

Objectives

- Get to know the world of auditing: what is auditing? What do auditors do? What are the main auditing standards? How is an audit carried out? What is involved in an audit, and what is its context?
- Study the role of internal control and of corporate governance in risk management.
- Better understand the current financial situation: financial scandals, crises, harmonization of accounting standards

At the end of this option, students must know:

- The role of corporate governance and of internal control in risk management and corporate management
- The role of the external audit
- The various types of audit: financial audit, audit of accounts, operational audit
- The legal and regulatory context of the audit
- What is involved in an audit and current changes

Pedagogical Methods

- Courses will be given with interventions from several professionals drawn from some of the principal auditing firms.
- Courses combine theory and practice through exercises, case studies, and concrete examples

Content

Introduction: Presentation of the field and of the context of the audit, its role in financial circles, and the job of an auditor

Part 1: The regulatory framework. The auditing standards of the CNCC and of the IFAC (IAASB)

Part 2: Internal control and corporate governance (definition, role, reference framework, objectives, and assessment of internal controls)

Part 3: The financial audit (the risk approach, the audit techniques, the account audits)

Part 4: Operational audits and one-off work carried out by auditors

Conclusion: Frauds, scandals, expectations, rise in strength of the audit, outlook

Assessment

Final test (100 %): 2 hours

Option 3: Strategy & Entrepreneurship

Non-binding document – Syllabus subject to changes and updates

Coordinator:	Frédéric Nlemvo Sharam Alijani	Credit:	6 ECTS	Level:	Undergraduate
Language:	English	Hours:	45 h		
Period:	May 14 to June 1				
Prerequisite:	None				

Overview

This course is designed to provide students with the understanding of entrepreneurship through the analysis of both the role of entrepreneurs in the society and challenges related to creating new ventures, including evaluating the entrepreneurial opportunity, the business model, business plan, financing options, and growth perspectives. Concepts, skills, attitudes and know-how relevant for creating and setting a venture as well as the preparation of a business plan are covered. The course is framed in terms of new ventures, but skills developed are not restricted to new or growing enterprises. The course also seeks to assist students to understand how to convert strategic intentions into reality, whatever the kind of activity under consideration (for profit or not-for profit).

Objectives

- To provide students with tools, ideas, understanding, experiences and resources that can be useful to start a new venture or to develop a new business/activity in the context of existing company or organization;
- To help them sharpen and integrate skills useful in coordinating objectives of the venture with its strategy;
- To help them develop:
 - the understanding of the complex tasks faced by entrepreneurs and managers of new ventures and provide opportunities to apply managerial skills to the initiation, formation, and management of a new firm or an entrepreneurial existing company;
 - an entrepreneurial perspective on decision making and skills in problem solving by use of deductive and inductive reasoning;
- To help them acquire the mindset necessary to consider entrepreneurship as a viable alternative career path.

By the end of this course, students should be able to:

- Assess their potential as an entrepreneur and acquire the skills to systematically analyze new opportunities for commercialization;
- Identify new opportunities and screen them for commercialization;
- Identify and act on new opportunities through new products or new business models;
- Look at new opportunities from the perspective of their underlying business model;
- Write a feasible business plan;
- Sell a project professionally.
- Apply concepts of the course to areas of interest to them.

Pedagogical methods

This course is not a traditional lecture-based course. Conceptual material will be illustrated and applied to the “real world” through rigorous class discussion of business cases, exercises, etc. Specific methods comprise discussion with various guest speakers (entrepreneurs and entrepreneurship service-provider speakers), case discussions, creative business models, start-up simulation, written business plan and coaching.

Content

Part I: Decision to become entrepreneur

Introduction to entrepreneurship
The entrepreneur as an individual
Entrepreneurial entry strategies

Part II: Developing successful business ideas

Recognizing opportunities and generating ideas
Locating and measuring the window of opportunity: Positioning the new venture
The strategic window: identifying and analysing the gap for the new business
Feasibility analysis
Writing a business plan
Industry and competitor analysis
Developing an effective business model

Part III: Moving from an idea to an entrepreneurial firm

Preparing the proper ethical and legal foundation
Assessing a new venture’s financial strength and viability
Building new venture team
Getting financing and funding

Part IV: Managing and growing an entrepreneurial firm

The dimensions of business growth
Unique marketing issues
The importance of intellectual property
Preparing for and evaluating the challenges of growth
Strategies for firm growth

Assessment

There are four written deliverables that require submission of a formal report:

- 1. A short portrait of an entrepreneur (group work): 10%**
- 2. One page-essay on “Why didn’t I think of that paper?” (Individual work): 10%**
- 3. Business Model Exercise (10%):** Student should (individually) develop a business model of his/her “dream” company / division / industry, or a start-up entrepreneurial opportunity he/she would like to pursue.

4. The final course project (60%): Students (group work) are required to complete one course project. This project can be of four types and can be done in a group or individually:

- The first option is to write a business plan for a selected SME that would provide a strategy for growth.
- The second option is to select a local or an accessible SME and write a "case" on the company to be used for educational purposes. The format of the case will be defined by the professor who will be happy to work with students on setting up meetings and working with the selected entrepreneurs to complete the project, prior to the beginning of the course.
- The third option is to write a business plan for the launch of a business. Students should only consider this path if they have a serious interest in getting a business up and running within the next year or two.
- The fourth option is to write an individual draft of an academic paper on a topic related to entrepreneurship. Some examples are "Enhancing angel investing in France"; "the study of French regional entrepreneurial dynamism" and "How to enhance entrepreneurial mindsets in a business school". Data and required materials will be provided by the professor.

NB: For the first two options, students should try to have a local or an accessible SME willing and committed to allow enough time to complete the project by the end of the course.

5. Class participation (10%)

Selected readings: (not all are compulsory)

Books

- Bruce BARRINGER and Duane IRELAND, 2010. Entrepreneurship successfully launching new ventures, Pearson Prentice Hall. Global Edition. 3rd Edition. [Main reference]
- Business Jeffrey TIMMONS and Stephen SPINELLI, 2009. New Venture Creation: Entrepreneurship for the 21st Century, McGraw-Hill International Edition.
- Steve Mariotti, 2007, Entrepreneurship: Starting and operating a small business, Prentice Hall.
- Philip A. WICKHAM, 2006. Strategic Entrepreneurship, FT Prentice Hall, 4th Edition.

Articles

- Bhide, AMAR. 1996. "The Questions Every Entrepreneur Must Answer." Harvard Business Review, November-December: 120-130.
- William A. SAHLMAN, 1997. How to Write a Great Business Plan? Harvard Review, July-August: 98-108

Simulation

- William A. SAHLMAN; Michael J. ROBERTS, Launching a High-Risk Business, Harvard Business Press.

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