



TELECOM ECOLE DE MANAGEMENT

English Track: Integrated Master's in Management

English Track: Integrated Master's in Management

SPRING SEMESTER

STUDENTS MUST CHOOSE THEIR COURSES AMONG THE CHART BELOW.

Page	Class code	Class title	ECTS credits	Contact hours	Observation
p.3	INF 4401	Relational Databases	2	21	
p.4	LAW 4401	Law for Communication & IT	2	18	
p.6	ENT 4401	Business Plan Challenge	5	21	Reserved only to students needing 30 ECTS credits.
p.8	MIS 4402	Information System Project Management	2	21	
p.10	V2A1	<i>Choose among the V2A chart</i>	6	54	Two V2A maximum.
p.10	V2A2	<i>Choose among the V2A chart</i>	6	54	
-	HUM	Humanities	2	18	Only one Humanity class can be chosen.
-	FLE	French as a foreign language	3	22,5	Compulsory.
-	LV2	Foreign language 2	2	18	Foreign Languages are taught in French .
		Total	30	247,5	

INF 4401 – Relational Databases

Program Manager:

GANCARSKI ALDA (alda.gancarski@telecom-sudparis.eu)

Learning goals:

The objective of the course is to give students a solid knowledge of relational databases as well as a practical introduction to the use of Oracle databases. Now the web is the classic user interface for these applications, thus the principles of web/databases interconnection are presented and illustrated by a case study.

PGE-1: Acquire fundamental skills

PGE-7: become immediately operational on the job market

Learning objectives:

Students will be able to:

- Understand the basic principles of relational databases
- Use the SQL language
- Develop a web-based application

Pedagogical methods:

Lectures and labs; web-based tutorial

Course Description:

Continuous assessment (40 %): labs and homework

Final exam (60 %)

References

Textbooks

G. Gardarin, Bases de Données, Objet & relationnel, Eyrolles, 1999

Jacky Akoka and Isabelle Comyn-Wattiau. Conception des bases de données relationnelles. Vuibert informatique, 2001

Fundamentals of database systems, R. ElMasri et S. Navathe, 3rd édition, Benjamin Cummings, 1999

S. Abiteboul, Les fondements des bases de données, Vuibert, 2001

R. Ramakrishnan, J. Gehrke. Database management systems. McGraw-Hill, 2002.

Chris J. Date Introduction aux bases de données, 8e éd. Vuibert 2004

Chrisments, Bases De Données Relationnelles : Concepts, Mise en œuvre & exercices, Hermes, 2008

Philippe Rigaux, Pratique de MySQL et PHP, O'REILLY, 2001

Websites

Database on-line course: <http://www-inf.it-sudparis.eu/COURS/bd/>

Oracle: <http://www.oracle.fr>

Oracle Press: <http://www.osborne.com/oracle/>

Oracle 8i under Linux, G. Briard, Eyrolles, 2000

MySQL: <http://www.mysql.com>

<http://dev.nexen.net/docs/>

Class schedule

- Introduction
- SQL: principles; SQL for Oracle or MySQL; SQL labs
- Entity- relationship; backward engineering
- Normalization and functional dependencies
- Transactions; principles of web programming

LAW 4401 – Law for Communication & IT

Program Managers:

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

Introduction to the course:

The course introduces the most important international treaties and European directives in the field of communication and information technology (including e-commerce). Topics covered include: Internet governance and the influence of the United States. the role and the impact of European directives (Directive on electronic commerce, 2000/31/CE, Access Directive 2002/19/EC, Authorization directive 2002/20/EC, Universal Service directive 2002/22/EC , personal data and protection of privacy Directive 2002/58/EC) in France.

Learning goals:

To enable students to develop a genuine understanding of the legal implications for new information and communication technologies (including e-commerce).

Learning objectives:

The objective of this course is for students to be able to identify legal problems in the environment of IT.

Expectations:

The purpose of the course is to sensitize students to legal issues and to give them a perception of the language lawyers' use. Students should not memorize texts, since all exams will be open book, but learn to apply legal concepts discussed in class to fact patterns involving technology laws issues.

By the end of the course, students should be able to understand how lawyers think and what their preoccupations and concerns are so they, the students, will make better business decisions once they enter professional life.

Pedagogical methods:

Lectures, student presentations and case studies.

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

Course Description:

Grading will be on a scale of 0 to 20. A grade of 10 is average, a grade of 20, perfection and a grade of 0 a nullity. Due to the limited session, you will have one open book final exam, which will be a case study. I do not give extra credit or make-up work.

All absences during the exam will result in a zero, unless justified with the Registrar, who will communicate to me directly whether she has accepted to excuse the absence. In such a case, and only with the Registrar's approbation, will I offer a replacement exam at a time and place agreed upon?

References:

Gola Romain, Droit du commerce électronique, Gualino éditeur, 2013
Fauchoux v. Le droit de l'Internet : Lois, contrats et usages , Litec 2009
Feral Schuhl C. , Cyber Droit: le droit à l'épreuve d'internet, Dalloz , 2008
Lamy droit informatique et des réseaux 2009
Waeld C., Law & the Internet, 3rd edition, Hart publishing, 2009

Course packet handed out at the beginning of the course

Class schedule

1.1 PRINCIPLES AND GENERAL REMARKS (Internet governance UE/US)

1.1.1 French Act reforming media dated August 1st, 2000

1.1.2 EC Directive 2000/31 on electronic commerce

1.1.3 The Act for Confidence in the Digital Economy of June 21, 2004 (LCEN)

1.1.3.1 The communication to the public via electronic means

1.1.3.2 The online communication to the public

1.1.3.3 The implementation of providers' liability

2. LIABILITY ON THE INTERNET

2.1 PRINCIPLES AND GENERAL REMARKS

2.2 IDENTIFICATION OF AUTHORS OF CONTENTS

2.2.1 The duty to identify imposed on professionals

2.2.2 Legal notice 21

2.3 LIABILITY OF WEBSITE PUBLISHERS

2.4 LIABILITY OF TECHNICAL PROVIDERS

2.4.1 Hosting providers

2.4.2 Internet Access Providers

2.4.3 Caching

2.4.4 Search engines

2.5 LIABILITY OF E-MERCHANTS

3. E-COMMERCE

3.1 IDENTIFICATION OF E-MERCHANTS AND PROTECTION OF CONSUMERS

3.1.1 The identification of e-merchants

3.1.2 The protection of consumers

3.2 ELECTRONIC CONTRACTS

3.2.1 Online contracts

4. Internet and privacy

ENT 4401 – Business Plan Challenge

Program Managers:

CAUWET Sebastien (sebastien.cauwet@telecom-sudparis.eu)

Introduction to the course:

« Challenge Projets d'Entreprendre® » is a major event on campus that gathers its two « grandes écoles » (TELECOM Ecole de Management and TELECOM SudParis) and to which corporate partners are associated each year.

The 2013 Challenge is a pedagogical competition that will be divided in 2 parts :

First, all 1st year-students will be asked to gather in groups.

Secondly, those teams will take part in the Challenge week on the campus. During this week, teams will develop projects to create companies or activities. Teams will be supported and coached by counselors. They will have to give back a file of presentation of their project (business plan + video) and will be assessed by a jury of faculty members and professionals.

Learning goals:

A pedagogic competition that may be defined as some former participants emphasize as « a project that goes beyond the usual courses », or as a new way to learn and put the theories into practice: « we have learnt a lot in very little time », « the atmosphere is professional and student at the same time, it is between competition and conviviality ».

The « Challenge Projets d'Entreprendre® » is based on a pedagogy by coached action and gathers both « grandes écoles » on campus, to which corporate partners and invited schools are associated.

The program demands from participants to put into practice some techniques and know-how that a young engineer or a young manager should be able to set up in a company: the ability to cooperate, to keep an objective with resource constraints, to manage the complexity due to the interweaving of technologic and managerial issues and to face unpredicted events (human and technical problems, etc.) in order to achieve a professional business plan.

Learning objectives

- 1) Put into practice classes in management and information technology thanks to an action-based pedagogy.
- 2) Develop cooperation between manager students and engineer students through the mix inside the teams.
- 3) Have some projects of start-ups or new activity come up.
- 4) Achieve a business plan from an innovative corporate project.

Expectations

Students may organize their work as they want to; within the work framework the Challenge imposes them. They also have to react and interact in order to develop a business plan in few days.

The main management disciplines as well as technical disciplines will be a lot called upon during the week. Students have therefore to organize and structure their skills within the teams in order to meet Challenge demands.

Students will have to face time, action constraints and will as a consequence proceed to arbitration in order to act just as in a professional environment.

Pedagogical methods

During a full-time week (172 hours), about sixty student teams made of engineering and management students work on innovative corporate projects, especially in the field of ITCs, and have to present to the innovation and corporate creation professionals and to some campus faculty members that are the jury a « business plan ».

Students may use an online resource center on the Moodle platform, which enables them to take advantage from the methodology to achieve a business plan, from course documents, from business plan examples, etc.

During the week, students alternate between individual coaching courses (including the week-end) and practical classes dedicated to commercial, financial, law, HR aspects, and those of the launching of an innovative start-up, but also to the presentation of a project before investors, and finally to a tool that helps to achieve a business plan (Kerplan software).

Teams are helped during the whole compact week (during which nights are short) by experts who coach them for the corporate creation, as well as by campus faculty members, who come to assist the managers of the campus business incubator.

The best projects are asked to have an oral defense before a jury composed of partners. The best four projects are declared laureates of « Challenge Projets d'Entreprendre® ».

Grading

In order to validate the Challenge UV, students must have 10 out of 20, this mark resulting first from the grading of the business plan by campus faculty members (each plan is graded three times), and second from the grading of the student participation to the Challenge week. You can find details of the assessment in the Rules and Regulations of « Challenge Projets d'Entreprendre® » put online on the Moodle platform.

References

- APCE - Créer ou reprendre une entreprise Ed. APCE- Éditions d'Organisation, dernière édition ;
- AZOULAY H, KRIEGER E, POULAIN G, - De l'entreprise traditionnelle à la start-up : les nouveaux modèles de développement – Ed. d'Organisation ;
- FAYOLLE Alain – Entrepreneuriat – Apprendre à entreprendre – Ed. Dunod, 2004 ;
- PAPIN Robert – Stratégie pour la création d'entreprise – Ed. Dunod, dernière édition ;
- VERSTRAETE Thierry, SAPORTA Bertrand Création d'Entreprise et Entrepreneuriat (book that you can download for free), 2006.

Webographie (short one):

apce.com

oseo.fr

inpi.fr

Class schedule

The schedule of Challenge will be announced in January. Please note that courses also take place in March

Organisation :

One week

MIS 4402 – Information System Project Management

Program Managers:

MORLEY Chantal (Chantal.morley@telmecon-em.eu)

Introduction:

Project management is a special way of organizing work. The course aims at getting the basics of project management techniques and approaches, especially in an information system context.

Learning goals : At the end of this session, students should be able :

- to explain what is a project, (and what is not a project)
- to define what is project management
- to identify the main IS project life cycles,
- to use different workload assessment techniques,
- to establish a project schedule with resource and time constraints,
- to understand key indicators that should be used both at team level and at project level to control an IS project.

Les attentes du cours et approches pédagogiques

Pedagogical methods :

After an introductory case study, the course is based on a "blended learning" approach. Between sessions, students should learn theoretical basis through on-line videos. Applications of various techniques are made during face-to-face sessions.

Grading :

The overall grade for the class is a weighted average of three grades:

1. 20% Attendance and participation (0 absence = 20/20, — 6 points for each unattended session)
2. 60% Test (multiple-choice questions)
3. 20% Personal report on Agile management compared to regular Project Management (2 pages)

References:

J.Cadle&D.Yeates, "Project Management for Information Systems", 5th edition, Pearson, 2008.

C.Morley, "Le management d'un projet système d'information", 7th edition, Dunod.

<http://www.pmi.org/>

<http://ipma.ch/>

Class schedule:

Session 1 : Introduction

Course presentation

Video Introduction to project management <http://tmstp.ubicast.eu/videos/pmbasics-introduction/>

Case study the heist of the century

InterSessional homework Video Project work breakdown
<http://tmstp.ubicast.eu/videos/pmbasics-breakdown/>

Session 2 : Project work breakdown
Questions-Answers
Exercises :
Structural breakdown
Project life-cycle
Quiz on introduction and breakdown

InterSessional homework Video Project scheduling
<http://tmstp.ubicast.eu/videos/pmbasics-scheduling/>

Session 3 : Project scheduling
Questions-Answers
Exercises
Precedence diagram
Critical path and floats
Gantt diagram

InterSessional homework Video Effort estimation techniques
<http://tmstp.ubicast.eu/videos/pmbasics-estimating/>

Session 4 : Effort estimation techniques
Questions-Answers
Exercises:
Delphi technique
Analytical assessment technique and ratio technique
Proportional distribution technique
Generalization

InterSessional homework Video Project monitoring and controlling
<http://tmstp.ubicast.eu/videos/pmbasics-monitoring/>

Session 5 : Project monitoring and controlling
Questions-Answers
Exercises :
Monthly report
Individual report
Quiz on scheduling and estimation

Session 6 : Final Test

V2A Voies d'approfondissement Académique (Academic Development Tracks)

V2A	Course Title	Course Coordinator	Contact hours	ECTS
CSR	<i>Corporate social responsibility</i>	Cédric Gossart	27	3
	<i>Ethics</i>		27	3
Information System	<i>Design of an IS trajectory</i>	Chantal Morley	18	2
	<i>IS support of the business strategy and IS contributor of technological innovation adapted to a business need</i>		2	2
	<i>IS source of competitive advantage and IS provider of operational services</i>		18	2
Economics	<i>Econometrics</i>	Grazia Cecere	18	2
	<i>Economics of Social Networks</i>	Bulat Sanditov	18	2
	<i>Macroeconomics impact of ICT</i>	Michel Berne	18	2
Sales & Business Development	<i>Sales techniques</i>	Pierre Vialle	18	2
	<i>Lobbying & proposal strategies</i>		18	2
	<i>Proposal delivery-oral defense & negotiation</i>		18	2
Corporate Finance for Exec. Mgt	<i>International Financial Reporting & Analysis</i>	Ghislaine Garmilis	27	3
	<i>Management Control</i>	Jean-Luc Moriceau	27	3

You can choose maximum two V2A among these: CSR, Information System, Economics, Sales and Business Development, Corporate Finance.

It is impossible to mix courses from different V2A: you choose the V2A as a whole.