ENGLISH COURSES GUIDE
2015-2016

Available for incoming students
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Updated: May 2015

NB: Some modules may not be organised during a particular academic year or semester. For an overview of modules available during a given semester, please check the relevant “overview table” available separately. Course codes, credits and contents are subject to change at the start of the academic year.
The traditional marking and assessment system in Belgian schools and universities is based on two grading scales:

- **x/20 (out of 20)** for individual tasks, performances or subjects/modules
- **x/100 (out of 100)** for the overall or global performance of a student after completion of an academic year. Such a global mark expressed in % will feature on a transcript of records issued after an exam session completing an academic year.

A “mention” or “grade” is also given according to the student’s merit. Terms in use for successful students are: “La plus grande distinction” (90%), “Grande distinction” (80%), “Distinction” (70%) and “Satisfaction” (60%).

**Note:** If a student is considered by a jury of lecturers (= exam board) as accepted in the following year of study, he has acquired all the ECTS credits of the previous year.

Besides, we can briefly summarize the **marking grades** as follows:

A mark obtained in the following brackets will correspond to a performance of the quality indicated. The same applies accordingly (with indices multiplied by 5) to the % rating.

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<thead>
<tr>
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<tr>
<td>Under 8/20</td>
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Additionally, reports are issued for Erasmus students in accordance with the **ECTS credit system** (A, B, C, D, E, FX or F).

**EXAMINATION SESSIONS AT HAUTE ECOLE EPHEC**

**JANUARY** or **JUNE**

Erasmus students are expected to follow the same rules as EPHEC students as far as examinations are concerned.

1. Dates of written and oral examinations are fixed and communicated at least one month in advance by the Secretariat and the International office (December or May). Students should advise the international office of any problem linked to their personal examination schedule as soon as they receive it.

2. Dates and times of appointments for written and oral examinations are to be respected at all costs. Lecturers have heavy schedules at those periods and cannot be expected to take all types of extra-curricular reasons into account.
EPHEC

ERASMUS MODULES
Courses specially designed for Erasmus students
Course objectives:
The purpose is to get acquainted with intercultural communication issues so as to make business communication more efficient. Get some understanding of the Belgian and EU business environment, learning about cultural differences and behaviours for better relationships. Understand and apply adequate business etiquette, use adequate verbal and non-verbal communication in a Belgian and foreign business environment.

Course Contents:
1. Brussels in a multicultural EU background
   - Brussels in facts and figures
   - Cultural Unity and Diversity in the EU.
2. Defining intercultural communication:
   - Defining culture
   - Discovering aspects of the Belgian Culture
3. Cross-cultural issues:
   - Obstacles to efficient communication
   - Stereotypes
   - Language issue in Belgium
   - Discovering the Regional differences
   - Trompenaars and Hofstede
   - Comparing and analysing national management styles
   - Other aspects of the Belgian Culture
5. Business Etiquette
   - In Belgium first, and then in the different countries the Erasmus students come from.

Teaching and Learning Methods
Units presented in class by the teacher in charge. Group work and class discussions about topics and issues related to the chapter being presented.
Online preparations, exercises and assignments in relation to the topic discussed in group.
Regular online quizzes about the issues dealt with and discussed online/offline.
The presentation of various aspects of one’s country’s culture
Related visits in Brussels, Ghent and Louvain-la-Neuve
1 period/week: input information; 1 period a week: application exercises; 3 days with visits

Learning Outcomes
At the end of the Module, the student must show is able to:
- Analyse an issue related to multicultural communication
- Investigate such an issue and collect enough valuable information about it
- Write regular reports based on one’s own cultural experience, expertise and collected figures.
- Develop adequate intercultural communication skills in appropriate business situations
- Compare aspects of the Belgian culture to those of the culture of his country of origin and promote them.
- Share one’s own cultural experience.

Required Learning Material
Files made available online on SharePoint LMS. Figures collected from EU / authorized sources made available online.
Videos and other multimedia online material.
Material collected during the visits and other field activities.
Play games to experience multicultural communication situations.
Most of the input information, together with the quizzes, assignments, forums, and other documents will be made available online

Assessment
Permanent assessment: 100% - no exam
All the online and offline activities will be taken into account, i.e.:
- The regular reports posted online
- The papers handed over
- The participation in the different visits
- The investigation and exercises made online
- The surveys carried out
- The participation to the exchange projects
- The presentation of the final conclusions

Permanent evaluation : 100% (no exam)
Key Statement/ Aims
This module is designed to make it possible for non-French speakers to improve their knowledge of French as a foreign language especially for oral skills.

Indicative Content
Grammar and vocabulary input depends on the actual level of the learners. The course content is mostly influenced by the needs and desires of the students who are encouraged to express them. Therefore it is difficult to define some strict course content especially for the intermediate and advanced levels.

For really advanced students, it is possible to replace class attendance by a practical assignment leading to the writing of a report to be defended orally. Distant learning would then be possible for students studying at our Louvain-la-Neuve campus.

Teaching and Learning Methods
Everyday situations (going shopping, going to places, ...), or professional situations (writing e-mails, telephoning, writing a CV, ... ) are used as a basis for the course. Exercises, games, role-plays are used to develop vocabulary or grammar use.

Required Reading and Learning Material
- Course notes
  Students are advised to use a grammar reference book and a dictionary.

Learning Outcomes
By the end of this module, the student must be able to communicate in a French speaking environment, attend classes in French or work in a French-speaking environment.

Note: Beginners will find it difficult to attend courses in French only on the basis of class attendance and class work. Sometimes it is not possible to organize an advanced class because of a lack of students.

Assessment
Permanent assessment. Course attendance and assignments will lead to grading.

Assessment Weighting

<table>
<thead>
<tr>
<th>November Test</th>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>June Coursework: Exercises and Cases</th>
<th>June Continuous Assessment</th>
<th>June Examination</th>
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Haute Ecole EPHEC – Course offer in English
**TARGETS**

- Improve one’s language communication skills so as to make business communication in English more efficient.
- Learn to operate in English in different business situations
- Apply appropriate business etiquette.

**Indicative Contents:**

1. **Introduction. Better Communication skills in English – What for ? :**

2. **Making presentations**
   - Improve one’s presentation techniques.
   - Make better slides
   - Attention for appropriate body language

3. **Writing reports - Telephoning**
   - What makes business written and verbal communication more efficient

4. **Giving feedback**
   - Improving one’s team management techniques

5. **Managing difficult customers**
   - Improving one’s objection management techniques.

6. **Applying for a job**
   - Writing a CV and getting prepared for the interview.

**Required Reading and Learning Material**

- Syllabus / handout.
- Available videos.
- Play games to experience different communication situations.

**Learning Outcomes**

- The ability of analysing and investigating business issues and of developing adequate reactions.
- Develop one’s own verbal and written communication skills in English

**Assessment**

- Permanent assessment : 100%

**Teaching and Learning Methods**

**Assessment weighting**

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<tr>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>June Coursework: Exercises and Cases</th>
<th>June Continuous Assessment</th>
<th>June Examination</th>
<th>Examen de juin</th>
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Haute Ecole EPHEC – Course offer in English
Corporate Social Responsibility (Sem. 1) – 3 ECTS

Context
This 3 ECTS module taught in English is aimed at Erasmus incoming students who have some basic business knowledge.

It is best taken in association with the 5ECTS module "Project Management" in the e-Business department as both modules’ assignments will reinforce each other.

Instructor:
Françoise De Waele – Office B24 - f.dewaele@ephec.be

Objectives
The aim of this module is to show business students why and how some companies have decided to embrace social responsibility. Students will be incited to question and analyse the impact some business activities and decisions have on various stakeholders. The module should also enable them to think about their role as socially responsible consumers, employees, citizens or investors.

Content
- Notions and concepts linked to CSR
- Fields covered by CSR
- Main actors in the world of CSR
- Stakeholders in a CSR approach
- Audit of a CSR company situation
- CSR implementation in companies : influencing factors and implementation steps
- Communicating about CSR

Methodology
Home individual preparations and class participation. Students will have to read articles or book chapters, consult websites, view some programmes before coming to class. These activities will be checked on the basis of quizzes or postings on EPHEC’s Intranet platform SharePoint LMS or on the basis of class contributions through various activities: written summaries, oral presentations, role-plays or debates where students will have to demonstrate the use of the acquired notions in relevant class context.

Group assignment: preparing a stand to make the EPHEC community aware of CSR.

Learning Outcomes
By the end of this module, the student will be able to
- use and explain vocabulary linked to CSR;
- list potential (positive or negative) impacts of some personal or business decisions and activities on the fields encompassed by CSR;
- identify stakeholders impacting or impacted by a personal or a business project that is CSR-related and suggest ways of managing those stakeholders;
- help a company analyse its CSR approach and suggest steps to gradually improve CSR;
- communicate about CSR to non-specialists
Material

Use of SharePoint LMS with access to articles, video programmes, websites, PowerPoint presentations and Word presentations of the main topics.

Recommended readings

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHOUINARD, Y., STANLEY, V.</td>
<td>The Responsible company: What we've learned from Patagonia’s First 40 years</td>
<td>Patagonia Books, Ventura, 2012</td>
</tr>
<tr>
<td>DAUVERNE, P.; LISTER, J.</td>
<td>Eco-business, A Big-Brand takeover of Sustainability</td>
<td>Massachutetts Institute of Technology, 2013</td>
</tr>
</tbody>
</table>

Assessment

Class preparation and participation: 30%
Main practical assignment: 20%
Written examination: 50%
TARGETS:

- Getting introduced to European issues to do business, to travel, or simply to understand our contemporary world.
- Getting the opportunity to meet people from different origins to better grasp important cross-cultural differences in doing business.
- Getting different practical professional skills to learn more about how to write a paper, present an oral report, negotiate with foreign cultures and look for scientific information for a research project...

Indicative Contents:

Chapter 1
Geographical aspects:
States, Nations, People
(a blind map of Europe, between cross-cultural differences & stereotypes,...)

Chapter 2
Socio-historic aspects:
Birth, Childhood, Grown-up...
(unity & diversity in history)

Chapter 3
Institutional, legal & regulatory aspects:
"La Maison Europe"
(different actors and one system, an institutional issue,...)

Chapter 4
Economic & Financial aspects:
"Le Bonheur National Brut"
(European economies vs. European Economics, Protectionism/Liberalism, economic issues according to study major,...)

Chapter 5
Political aspects: A question of credibility
(a question of credibility "inside Europe" & "outside Europe", The European Citizenship,...)

Teaching Methods

- Chapters presented in class by the instructor in charge (theory).
- Group work and class discussions about different topics and issues related to the chapter being presented (interactivity).
- Presentation of 1 aspect according to country origin & study major (research).

Material

- Handout & daily press reviews.
- Breaking EU news.
- DVD, videos, possible visit or conference according to schedule.
- Role-plays to understand the EU system.

Learning Outcomes

- The ability of analysing and investigating an issue related to Europe, based on reports, one’s own experience, and collected data.
- Develop adequate intellectual skills in appropriate business situations (cross-cultural differences in doing business, getting informed about other commercial environments, delivering a speech, e.g.)

Assessment Policy

- Attendance compulsory
- Permanent assessment: 100%
**D206-C25 International Marketing**

**Course Type** | Marketing year 2 2DC | **Group**
---|---|---

**Number of 75-minute sessions** | 30 | **Language of teaching** | English

**Semester** | 1 | **ECTS Credits** | 6

**Key Statement /Aims**

This module is designed to:
- give the student basic knowledge in international trade;
- make him understand the various strategies used in international marketing and apply them to particular cases;
- define the export potential of a company;
- select potential export markets;
- suggest some practical export planning; for a product or service (without entering too much into technical details).
- Draw an export offer.

**Indicative Contents**

- Part 1: Macro-environment
  - Economic and financial environment
  - Political and legal environment;
  - Cultural environment;
  - Export diagnostic
  - Selecting target markets
  - Strategy

- Part 2: Devising commercial policy
  - Internationalisation model
  - P Product
  - P price
  - P Promotion

**Teaching and Learning Methods**

Theoretical presentation.
Interactive discussions.
Case studies;
Practical assignment on exporting a product or service.

**Required Reading and Learning Materials**

- Book.
- Press articles.
- Case studies.

**Learning Outcomes**

By the end of this module, the student must be able to:
- correctly analyse the international environment of a company;
- to suggest strategy and practical implementation for the international marketing of a company

**Assessment**

Oral or written examination checking acquired knowledge and understanding of the theory seen in class and of the knowledge developed thanks to case studies analysed in class.

**Assessment Weighting**

<table>
<thead>
<tr>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>January ECTS credits</th>
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Relationships management in Business  
(2P/6ECTS)

Course objectives

Neuroscience research has demonstrated the importance of emotional intelligence on the professional development of organizations. A better understanding of emotions causes higher efficiency and deeper involvement. The purpose of this module is to open a door in the power and the use of emotions in organizations, group dynamics and in every decision making process. Students will be provided with tools to identify, manage, and use emotions efficiently so as to improve their communication and management skills in a better group dynamics:

C1.4. Directing communication at target groups
C2.3. Developing a responsible, critical and reflexive approach of communication techniques with peers and in a professional environment
C5.7. Managing a team and favouring cooperation in a department

Course contents

1. Defining emotional intelligence versus intelligence
   • Reason and intuition (right/left brain)
   • Neuroscience and emotional intelligence
   • Relational intelligence
2. Emotional intelligence skills
   • Soft skills vs hard skills
3. Learning how to manage emotions in a professional environment
   • Identifying emotions
   • Overcoming limiting beliefs and replace them with empowering beliefs
   • Techniques and tools for an efficient use
4. Communication skills
   • Teamwork and leadership
   • Negotiation and conflict management

Teaching and learning methods

- Theoretical approach of the basic concepts
- Interactive approach on practical cases
- Role plays – simulations - games
- Personal research on a case study

Learning Outcomes

At the end of the module, the student must show he is able to:

- Identify the emotions at stake in various interpersonal situations
- Understand the various elements influencing decision making and communication attitudes
- Manage emotions in a professional situation
- Present a case study through which he shows an increase in soft skills management

Required Learning material

- Modules made available on Sharepoint LMS (ou syllabus ???)
- Videos
- Practical cards with main tools
- Files with practical exercises : case studies and role plays

Assessment

Oral exam

- Presentation of a personal file showing reflexive approach of a case study
Key Statement /Aims
Presenting the place of Project Management within industry, the various steps and tools needed in project management, team management and change management.

At the end of this course the student will be able:
- to describe the relevant aspects of a particular project;
- to determine in which phase of a life cycle a project is, as well as ask and answer the right questions at each stage of its life cycle;
- to define its general objective and deliverable;
- to carry out a stakeholder analysis;
- to make decisions concerning scope, time, resources and quality as well as understand the constraints between those elements and their evolution across the life cycle of a project;
- to choose the relevant tools available at various stages of the project to manage the human resources aspect of it;
- to carry out a risk analysis;
- to include some budgeting and procurement elements for simple projects;

Indicative contents
- What’s a project, its objectives and its deliverable?

The project context and its stakeholders
- The various stages of a project: definition, design, execution and, closure
- The four cornerstones of project management: scope, time, cost and quality
- Work breakdown structure, critical path, Gantt chart, project constraints
- The 4 facilitating processes of project management: human resources, communication, procurement and risk
- Change management
- Tools (introduction to Project Management software)

Teaching and Learning Methods
Readings, theoretical presentations Workshops, individual presentations, case studies.

Required Reading and Learning Materials
Course notes and PP on Campus Virtuel

Assessment
- Class attendance, individual assignments 50%
- Written examination in January 50%
**Aims**

The objectives of this module is to:

- Have students practice the various concepts and tools needed in project management, stakeholder management and change management by developing a real project.
- Get the students to experience collaboration in the context of project management in an international environment.
- Have students use a collaborative site for project management.
- Give the student a view of the « real world » by professionals.

**Indicative contents**

- As a prerequisite to the course, the student should already have a good knowledge of project management theory.
- During the course of the development of the real project, the theoretical concepts will be reviewed when needed (key project roles; setting and justifying goals, portfolio management, the project management plan, planning for change, communication, monitoring and controlling the execution of a project, closing a project, etc.). The concepts will be based on PMI and SCRUM.
- The collaboration tools and processes will be developed extensively by means of the "Collaboration Canvas℠, an innovative approach to collaboration.
- SharePoint by Microsoft (as well as some other tools) will be used as a virtual platform for project management.

**Teaching and Learning Methods**

- Group assignments linked to the simulation of the Project Lifecycle Process
- Coaching of the project teams on their project assignment
- Workshops, individual and group exercises
- Confrontation with a multicultural environment
- Readings & theoretical presentations
- Several lectures by professionals in various fields related to project management

**Learning outcomes**

The outcomes encompass project management skills, collaboration skills as well as industry insights in project management.

At the end of this course the student will be able to manage a real project:

- to launch a project;
- to determine in which phase of a life cycle a project is, as well as ask and answer the right questions at each stage of its life cycle;
- to make decisions concerning scope, time, resources and quality as well as understand the constraints between those elements and their evolution across the life cycle of a project;
- to carry out a risk analysis; include some budgeting and procurement elements for simple projects;
- to monitor the execution of a project and to close a project;
- to use the "Collaboration Canvas℠;
- to choose the relevant tools & methodologies for collaboration and team management;
- to understand the basic concepts of change management.
- to get a glimpse of project management in the real world.

**Required Reading and Learning Materials**

- All the reading material, exercises, references will be provided on the eLearning platform
- A dedicated project site

**Assessment**

- 10% : Quizzes for Project Management Concepts and for Collaboration & Team Management
- 10% : Quizzes for each lecture
- 50% : Assessment of the project (with grading differences according to individual implication)
- 30% : Oral examination in January
# Principles of management

<table>
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<th>Principles of management</th>
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<td><strong>Course Type</strong></td>
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<tr>
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<td><strong>Semester</strong></td>
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<tr>
<td><strong>ECTS Credits</strong></td>
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</table>

## Key Statement /Aims

This module is designed to
- to show a company as an entity and the various functions as elements of that entity
- to enable the students to spot and analyse some management problems
- to introduce the notion of risk and uncertainty linked to management.

## Indicative Contents

- The notion of company.
- The company in its environment.
- The value chain.
- Practical cases

## Teaching and Learning Methods

- Active participation is required of the students.
- The method is basically inductive and based on analysis of real situations.

## Required Reading and Learning Materials

- Extracts from management books.
- Course notes.
- Press articles.

## Learning Outcomes

By the end of this module the students will be able to
- analyse any organisation in terms of a system
- explain the various concepts dealt with in class
- correctly analyse a situation or a simple management problem.

## Assessment

Written examination.
Group work consisting in a written report and an oral defence in front of the class: presentation on a company: analysis of its structure, processes, ...

### Assessment weighting

<table>
<thead>
<tr>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>June Coursework: Exercises and Cases</th>
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- 17 -
X210-C30 Logistic management

Course Type: International Trade Year 2

<table>
<thead>
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<th>Number of 75-minute sessions</th>
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<tbody>
<tr>
<td>Language of teaching</td>
<td>English</td>
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<td>Semester</td>
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<td>ECTS Credits</td>
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Key Statement /Aims
This module is designed to show how logistics and supply chain play an important role in company competitive position.

Indicative Contents
- Logistics and the supply chain (definition, structure, flows, objectives and measurements)
- The link between marketing and logistic management: segmentation, the link between service level and customer loyalty
- Logistic costs: value creation, representing logistic costs; the balance scorecard and key performance indicators, the Scor model.

Required Reading and Learning Material
- Course book.
- Overhead transparencies.

Learning Outcomes
The student will be able to use a case study to:
- Show various logistics flows and represent a supply chain network
- Define a segmentation strategy aligning marketing and logistics aspects;
- Select relevant KPI’s
- Detect which logistic costs will add value;

Teaching and Learning Methods
- Theoretical presentations
- Case studies

Assessment
Oral examination based partly on an individual report on the logistic organization of a company.

Assessment Weighting

<table>
<thead>
<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
<th>1st semester examination</th>
<th>January ECTS credits</th>
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- 19 -
**European economy**

**Course Type**
International Trade Year 2

**Number of 75-minute sessions** | **Language of teaching** | **English**
---|---|---
30 |

**Semester** | **ECTS Credits** | 4
---|---|---

**Key Statement /Aims**
Getting a first view on the European economic environment and EU policy-making.
Introduction to macroeconomic analysis.

**Course Language**
The module is taught in English

**Indicative Contents**

**I. Open Macroeconomics**
1. The basics of the balance of payments
2. Determining factors for the exchange rate
3. IS-LM in an open economy
4. Macroeconomic policies in an open economy

**II. Descriptive Analysis of the European Integration from an Economic Point of View**

**III. European Economic Policy-Making**
1. The Single Market (and its economic dynamics)
2. Monetary integration
3. Economic aspects of the competition policy
4. Enlargement and integration
5. Various policies (except trade policy)

**Teaching and Learning Methods**
Teacher lectures and case studies

**Required Reading and Learning Material**
- Course notes
- Reference books:

**Learning Outcomes**
Basic knowledge of European economy and the main EU economic policies

**Assessment**
Oral examination after 20 minutes of written preparation.

**Assessment Weighting**

<table>
<thead>
<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
<th>1st semester examination</th>
<th>January ECTS credits</th>
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<th>June ECTS credits</th>
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</table>
X214-EN03 | Business English
---|---
Course Type | International Trade year 2
Number of 75-minute sessions | 45 + 30
Language of teaching | English
ECTS Credits | 6 (3.5 + 2.5)

Key Statement /Aims
This module is designed to help students
- consolidate grammatical, syntactic and lexical notions acquired in the first year.
- develop communication skills within a business context (emphasis is laid on oral skills)
- improve grammar and vocabulary knowledge

Indicative Contents
- Various topics on business English (company structure, communication within and outside the company, sales, marketing, advertising, fair trade, business ethics and negotiation)
- The press in the U.K.

Teaching and Learning Methods
Interactive teaching with groups of 25 students
Focus on individual communication (speaking and listening) and on the acquisition of technical business vocabulary
- Listening comprehension : audio-texts and video programmes
- Oral expression: role-plays, oral presentations (prepared or improvised), and debates, situational language exercises.
- Written exercises: vocabulary, grammar, essays (letters or memos, comments on articles).
- Reading: newspaper articles about international trade.

Required Reading and Learning Material
- Ephec course book with listening comprehension exercises, vocabulary, function presentations, reading texts and role-playing exercises.
- Reading texts on the development of international trade.
- “Claroline”: online and collaborative platform.
- “Dialang”: self-assessment platform enabling students to determine their level.

Learning Outcomes
By the end of this module, the student must be able to
- understand and have a general or technical conversation in daily life or in an enterprise
- read authentic business texts in a non-simplified version.
- Write business-related mails.

Assessment
At the beginning of the school year a test (similar to the final June examination) is organised to free the student who would get an average of at least 16 out of 20, with no less than 12 for any of the skills assessed in the test.

Permanent assessment accounting for 100% of the marking. Series of tests (always on the entire subject matter) leading to a cumulative continuous assessment system checking the following three skills:
- listening comprehension : 35%
- oral expression : 35%
- written expression : 30%

In case of a resit, the examination will be on those skills

Assessment Weighting

<table>
<thead>
<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
<th>1st semester examination</th>
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</table>
**Key Statement /Aims**

The “European Union affairs” tuition programme aims to prepare students as much as possible for a career in a public organisation with European or cross-national missions, in the public affairs division of a private corporation or in a business consultancy firm.

This series of courses aims to provide students with an approach to European Union issues from a business perspective and to give them the opportunity to better understand the legal and economic environment that companies have to deal with when operating on the European market.

**Indicative Contents**

The EU Affairs tuition programme works in two steps: The first step will enable the student to gain knowledge on the fundamentals of EU Affairs through a series of courses related to EU institutions and policies as well as EU-related business strategies. The second step will give students the opportunity to apply what they have learnt by means of a practical assignment.

**STEP ONE: FUNDAMENTALS OF EU AFFAIRS**

This section includes three modules, which will be supplemented by a series of conferences given by EU Affairs professionals:

1. **European institutions and EU decision-making process**

   This part will present the various European institutions, their role, and their weight in the European Union decision-making process.
   - European Council;
   - European Parliament;
   - Council of the European Union;
   - European Commission;
   - Court of Justice;
   - Court of Auditors;
   - Specialized institutions and organs.

   The various EU decision-making procedures will also be explained as their understanding is crucial in order to be able, from a business perspective, to influence and take part in the shaping and implementation of EU directives.
2. **Business Lobbying in the European Union**

   This module will focus on the role of business in the EU decision-making process and in shaping the European single market. To this end, two/three guest speakers, experts in this field, will give lectures on business lobbying practices vis-à-vis the EU, answering questions such as: what is a lobbying organisation at EU level? Who lobbies and who gets lobbied? What is the scope of EU lobbying and what techniques do businesses use to forward their interests at EU level?

3. **European Economic policies:**

   This part will focus on highlighting the most important European Union policies impacting on the production and trading activities of firms located in Europe.

   To this aim, this module will first outline the principles that permit the functioning of the European internal market, among which:

   - The single market and the “four freedoms” i.e. How is the free circulation of goods, services, capital and labour ensured on the European market; Competition policy or how to guarantee standards of conduct and fair trade for companies competing with one another on the European market;

   Another key chapter will hone in on the EU Common trade policy and the way the European Union defends European companies’ development outside the European Union.

   A closer look will be taken at EU economic specialization processes, discrepancies at European market level and the way the European Union manages its economic development (Cohesion policies, Agenda 2020, the Digital agenda, etc.).

4. **Case studies**

   A series of conferences will also be organised with the participation of guest professional experts who will present case studies of companies and/or sectors of industry being impacted by European Union policies. They will explain the business strategies that were defined in this regard to respond to the threats and/or opportunities generated by EU proposals and decisions.

**STEP TWO: PRACTICAL ASSIGNMENT**

   Students will be given a practical assignment: divided into groups of four to five persons, students will have to analyse a European Commission proposal and will have to analyse to what extent this proposal, if enforced, may impact on business environment. It will be important to identify the companies and/or industries most affected and the reasons why these firms should be concerned. Students will also have to come up with recommendations for how business should respond to the risks and/or opportunities raised by the Commission initiative.

   Details concerning the Commission proposals to be studied will be given during the course of the semester.

**Teaching and Learning Methods**

   This is a lecture based option programme which also includes interactive exercises with students. Active involvement of students during the class is requested and encouraged.
As previously mentioned, a series of conferences by European public affairs experts will be organised. A visit of the European Parliament in Brussels is also planned on the 19th of September.

**Required Reading and Learning Material**

Most of the lectures will rely on PowerPoint presentations, outlining the plan and the content’s main facts and features. Slides will be made available on EPHEC e-campus. Students’ notes are essential to get a comprehensive overview of the lecture.

Students will be informed of further readings during the class.

**Learning Outcomes**

At the end of this tuition programme student will be able to contribute towards solving intricate problems relating to EU business environment.

Students should also be able to anticipate political, economic and legal developments at EU level and in this regard use their analytical skills to carry out a strategic assessment of the commercial impact on any given company. Finally students should be capable of making strategic and operational marketing decisions related to European Union public issues.

**Assessment**

The above-mentioned practical assignment will be assessed: each group of students will have to hand in a written report that will have to be presented and defended orally later during the course.

A single written exam will be organised in January concerning the different modules and conferences set out above.

**Assessment Weighting**

<table>
<thead>
<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
<th>1st semester examination</th>
<th>January ECTS credits</th>
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<tbody>
<tr>
<td>40%</td>
<td>60%</td>
<td>10</td>
<td>ECTS credits</td>
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</table>
Key Statement /Aims
This module is designed give students tools to analyse fluctuations in the international economic situation and the effects of these fluctuations on the strategies of companies.

Indicative Contents
- Part 1: Theories on international trade and multinational companies
- Part 2: the international macroeconomic environment and its impact on the strategies of multinationals and SMEs.
- Part 3: Evolution of international trade and 20th century globalization
- Part 4: Evolution of the multilateral trade system: From the first rounds of the GATT to the Doha Development Agenda in the WTO.

Teaching and Learning Methods
- Theoretical courses.

Required Reading and Learning Material
Course notes (PP presentations)
Press documents
Reference books:

Learning Outcomes
By the end of this module, the student must be able to
- integrate economic concepts in the analysis of the situation of a country;
- understand the basic mechanisms of movements of capital and of international trade.
- Understand the basic impacts of globalisation on the strategies of companies.

Assessment
Oral examination with preparation time.

Assessment Weighting

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<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
<th>1st semester examination</th>
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- 26 -
**X305-M45**  
**A multicultural approach to markets (in Spanish)***  

<table>
<thead>
<tr>
<th>Course Type</th>
<th>International Trade</th>
<th>Group</th>
<th>International economics</th>
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<tbody>
<tr>
<td>Year 3</td>
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<td>International political environment</td>
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<table>
<thead>
<tr>
<th>Number of 75-minute sessions</th>
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<tbody>
<tr>
<td>Language of teaching</td>
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<tr>
<td>Semester</td>
<td>1</td>
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<tr>
<td>ECTS Credits</td>
<td>2</td>
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**Key Statement / Aims**

This module is designed
- to enable students to become more familiar with some cultural aspects of Spain;
- to encourage students to form a personal opinion, to compare various aspects dealt with in class and to express themselves in Spanish after a good understanding and mastering of some of the information given in class.

**Indicative Contents**

Presentation and analysis by the teacher of the political, economic and social structures as well as of some cultural and religious aspects of Spain or other Hispanic countries.

**Teaching and Learning Methods**

Interactive presentation and comparison of the various aspects with Belgium, the E.U., Latin America and the world.

**Required Reading and Learning Material**

- Multimedia presentations.
- Video and DVD programmes, guest lecturers.

**Learning Outcomes**

By the end of this module, the student must be able to give a personal and articulate comment on the various aspects dealt with in class.

**Assessment**

Continuous assessment in the course of the year accounting for 100% of the marks. The weighting of the various activities will be communicated by the teacher in class.

Students who will have to take a resit in September will receive precise instructions about the oral examination.

**Assessment Weighting**

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<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
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X305-M45 | A multicultural approach to markets (in English)*

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<th>International economics</th>
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<tbody>
<tr>
<td>Year 3</td>
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<td>International political</td>
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<td></td>
<td></td>
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<td>environment</td>
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<tr>
<td>Semester</td>
<td>1</td>
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<td>ECTS Credits</td>
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</table>

**Key Statement /Aims**

This module is designed

- to enable students to become more familiar with and to develop knowledge about the political, economic, social and cultural role of the USA or the Commonwealth in the world (depending on the subject chosen);
- to encourage students to form a personal and critical opinion enabling them to compare various aspects expressing themselves in English after a good understanding and mastering of some of the information given in class.

**Indicative Contents**

Presentation and analysis by the teacher of the political, economic and social systems as well as of some historical, cultural and religious aspects of the US, the UK or the Commonwealth.

**Teaching and Learning Methods**

Interactive presentation and comparison of the various aspects with Belgium, the E.U., Latin America and the world.

**Required Reading and Learning Material**

- Multimedia presentations.
- Video and DVD programmes, guest lecturers.

**Learning Outcomes**

By the end of this module, the student must be able

- to give a personal and articulate comment on the various aspects dealt with in class
- to select and develop a special aspect related to American society or a topic linked to a Commonwealth country.

**Assessment**

Oral examination at the end of the semester or in January.

**Assessment Weighting**

<table>
<thead>
<tr>
<th>1st semester coursework</th>
<th>1st semester continuous assessment</th>
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A multicultural approach to markets (in Dutch) *

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<td>ECTS Credits</td>
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</table>

**Key Statement /Aims**

This module is designed
- to enable students to become more familiar with some cultural aspects of Belgium and more particularly of Flanders;
- to encourage students to form a personal opinion, to compare various aspects dealt with in class and to express themselves in Dutch after a good understanding and mastering of some of the information given in class.

**Indicative Contents**

Presentations by the teacher of the history, the political, economic and social structures as well as of some cultural and artistic aspects of Flanders and Belgium.

**Teaching and Learning Methods**

- Interactive presentations.
- Visits

**Required Reading and Learning Material**

- Multimedia presentations.
- Video and DVD programmes, guest lecturers.
- Documents with gaps to give the students an outline of the contents of the course.

**Learning Outcomes**

By the end of this module, the student must be able to give a personal and articulate comment on the various aspects dealt with in class.

**Assessment**

Oral examination at the end of the semester.

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**Assessment Weighting**

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X310-EN03  Technical English

Course Type  International Trade
            Year 3
            Common curriculum

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<tr>
<td>Semester</td>
<td>1</td>
<td>ECTS Credits</td>
<td>3</td>
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</table>

**CERL level : B2 and C1**

**Key Statement /Aims**

The main aim of this module is to make students use English for professional purposes. This implies
- preparing students for the various stages of job applications: writing a CV and a cover letter, and preparing for an interview;
- training students for short oral presentations and exchanges of opinions on the basis question time after the presentations
- training them to write reports and executive summaries in English.

**Indicative Contents**

- Theoretical presentations on application letters and CVs, simulation of job interviews in at least two foreign languages.
- Theoretical presentations on how to write reports and executive summaries, followed by practical exercises on the basis of TV programmes.
- Use of business cases (product presentations, negotiations, ...)
- Various communication activities (negotiations, meetings, group dynamics...)

**Teaching and Learning Methods**

- Theoretical presentations and practical exercises.
- Group oral presentations on the basis of a slide-show.
- Regular feedback from the teacher and the other students.

**Required Reading and Learning Material**

- Files with theoretical presentations and exercises.
- Files with the various briefings for the activities.
- Audio-visual material, press articles, multimedia presentations
- "Claroline": online and collaborative platform.

**Learning Outcomes**

By the end of this module, the student must be able
- to write a CV and a cover letter in English, to apply for a job in English and in the second foreign language studied at Ephec;
- to prepare group oral presentations taking into account both content (correct, clear, concise and complete) and form (correct level of language and use of multimedia equipment).
- To write reports.

**Assessment**

- Regular feedback in class
- Continuous assessment (100%) based on very detailed assessment grids.
- In the case of a resit: examination with an oral and a written part.
## Assessment Weighting

<table>
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<th>1st semester examination</th>
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### SUPPLY CHAIN PACKAGE : Supply Chain Strategy

<table>
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<th><strong>Course Type</strong></th>
<th>International Trade</th>
<th><strong>Group</strong></th>
<th>All modules in this specialisation</th>
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<tr>
<td><strong>Course Type</strong></td>
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<td><strong>Semester</strong></td>
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#### Objectives
Show the main aspects of a supply chain and the tools and methods available to companies for improving their supply chain effectiveness.

#### Learning outcome
At the end of this module the student must be able to:
- Define and explain the main notions, concepts within which supply chain and logistics management operate.
- Spot the main problems that can occur in supply chain management and suggest solutions.
- Analyze a complete logistic process, find the relevant KPI's to measure performance and devise a balance Score card.
- Describe the use of the main IT tools used to drive the supply chain.

#### Teaching and learning methods
- Theoretical presentations, case studies, workshop by guest lecturers from the business world and company visits.
- Material: documents given by the guest lecturers available on ecampus.


#### Course Content
- Managing logistics internationally (drivers, implications, risks, challenge and organization, KPI's)
- Managing material flow (planning and control, balance score card)
- Aligning the supply chain (the agile supply chain)
- Integrating the supply chain (internal and external integration, ECR, CPFR, VMI, QR, etc.)
- Managing buyer-seller relationships
- Thinking about logistics future

#### Assessment method
- Written or oral examination (multiple choice or open-ended questions) in January checking the notions and knowledge acquired in both modules: Strategy and practice of the supply chain.
- Continuous assessment

#### Language
English

#### Assessment
100 % January examination

<table>
<thead>
<tr>
<th>November test</th>
<th>Course Work</th>
<th>Continuous Assessment</th>
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- 32 -
<table>
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<th><strong>X316-M50</strong></th>
<th><strong>SUPPLY CHAIN PACKAGE : Supply Chain Practice</strong></th>
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<tr>
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<td>1</td>
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<tr>
<td><strong>ECTS Credits</strong></td>
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</table>

**Objectives**
Enable the students thanks to case studies, company visits, and presentations by guest lecturers to visualise, understand and present an audit of a company supply chain with recommendations.

**Learning outcome**
At the end of this module, the student must be able to show thanks to a real logistic and supply chain audit of a partner company that he can use all the notions and concepts in the various modules of this specialization course and that he can present recommendations using project management methods and tools.

**Contents**
- Auditing methodology
- Project and change management
- Balance score cards and KPI's.
- Cost calculation

**Teaching Method**
- Workshops by various guest lecturers from the business world.
- Company visits
- A real audit assignment
- Exercises and case studies
- Group assignments

**Material**
- Available on e-campus or given by the various lecturers
- Model survey for a logistic and supply chain audit

**Assessment**
- Group assignment (audit and project management)
- Individual or group reports on workshops or company visits.

Attention:
- Unjustified absence at a visit or a workshop will imply a loss of grades.
- More detailed information will be provided in due course for students needing a resit.

**Pondération**

<table>
<thead>
<tr>
<th>November test</th>
<th>Course Work</th>
<th>Continuous assessment</th>
<th>January examination</th>
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<tbody>
<tr>
<td></td>
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<td>30%</td>
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</table>
**Key Statement /Aims**
Introducing and having students practice the various steps and tools needed in project management, team management and change management.

**Indicative contents**
- What’s a project, its objectives and its deliverable?
- The project context and its stakeholders
- The various stages of a project: definition, design, execution and, closure
- The four cornerstones of project management: scope, time, cost and quality
- Work breakdown structure, critical path, Gantt chart, project constraints
- The 4 facilitating processes of project management: human resources, communication, procurement and risk
- Change management
- Tools (introduction to Project Management software)

**Learning outcomes**
- Showing the understanding of the processes linked to project management.
- Being able to manage a real project showing mastery of project management methodology. In this case the project’s objective is “Improving the acculturation/integration of Incoming students”.

**Assessment**
- Class attendance and individual assignments 30%
- Group assignment (process and deliverable) 50%
- Written examination in January 20%

**Teaching and Learning Methods**
Readings
Theoretical presentations
Workshops
Individual and group presentations
Group assignment

**Required Reading and Learning Materials**
Course notes.
EPHEC

BA MARKETING YEAR 2
**Key Statement /Aims**
This module is designed to make the students aware of the techniques used in “face-to-face” sales interviews. The students will have to be able to lead a sales negotiation interview using their personal “sales portfolio”.

**Indicative Contents**
- Introduction to sales techniques.
- Analysis of the 5 following steps:
  - Charming
  - Searching for information
  - Convincing
  - Concluding
  - Keeping
- Motivations
- Objections

**Teaching and Learning Methods**
Theoretical explanation followed by some role-playing exercises focusing on the various steps. Video material designed for professional uses and various TV programmes on sales.

**Required Reading and Learning Material**
Course notes.
Audio-visual material: Longman training programme on sales techniques.

**Learning Outcomes**
By the end of this module, the student must be able
- to hold a structured and efficient sales interview
- to present client-oriented sales arguments
- to design a sales portfolio

**Assessment**
The students present a personal sales portfolio linked to sales arguments. Oral examination. Students who obtain at least 14/20 for assessments in the course of the semester are freed of the oral examination.

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### Assessment Weighting

<table>
<thead>
<tr>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>January ECTS credits</th>
<th>June Coursework: Exercises and Cases</th>
<th>June Continuous Assessment</th>
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</table>

- 36 -
Key Statement /Aims
This module is designed to
• give the student basic knowledge in international trade
• make him understand the various strategies used in international marketing and apply them to particular cases;
• define the export potential of a company;
• select potential export markets;
• suggest some practical export planning; for a product or service (without entering too much into technical details).
• Draw an export offer.

Indicative Contents
• Part 1: Macro-environment
  o Economic and financial environment
  o Political and legal environment;
  o Cultural environment;
  o Export diagnostic
  o Selecting target markets
  o Strategy

• Part 2: Devising commercial policy
  o Internationalisation model
  o P Product
  o P price
  o P Promotion

Teaching and Learning Methods
Theoretical presentation.
Interactive discussions.
Case studies;
Practical assignment on exporting a product or service.

Required Reading and Learning Materials
• Book.
• Press articles.
• Case studies.

Learning Outcomes
By the end of this module, the student must be able to
• correctly analyse the international environment of a company;
• to suggest strategy and practical implementation for the international marketing of a company

Assessment
Oral or written examination checking acquired knowledge and understanding of the theory seen in class and of the knowledge developed thanks to case studies analysed in class.

Assessment Weighting

<table>
<thead>
<tr>
<th>January Coursework: Exercises and Cases</th>
<th>January Continuous Assessment</th>
<th>January Examination</th>
<th>January ECTS credits</th>
<th>June Coursework: Exercises and Cases</th>
<th>June Continuous Assessment</th>
<th>June Examination</th>
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D208-EN04  Business English

<table>
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<tr>
<th>Course Type</th>
<th>Marketing year 2</th>
<th>EPHEC Weighting</th>
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<tr>
<td>Number of 75’sessions</td>
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<td>Group</td>
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<td>Semester</td>
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<td>ECTS Credits</td>
</tr>
<tr>
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**Key Statement/ Aims**
This module is designed to help students further develop the 4 language skills dealt with in the first year focusing on speaking and listening skills.

**Indicative Content**
- Files dealing with business topics.
- Press articles dealing with marketing topics.
- Oral presentations by students (products or services linked with the marketing module; video programmes).

**Teaching and Learning Methods**
Listening comprehension exercises (see various course books).
Oral exercises (role-plays, oral presentations by students, product presentations, developing one aspect of the course).
Reading of texts accompanied by exercises. Grammar exercises.

**Required Reading and Learning Material**
- Book: "New Insights into Business" (general business topics).
- Book: "English Vocabulary in Use" (everyday vocabulary)

**Learning Outcomes**
By the end of this module, the student is able to
- understand oral messages in various situations;
- give a correct oral presentation in English;
- hold a conversation using everyday and business vocabulary;
- understand an economic or topical article;
- write documents using business English.

**Assessment**
Coursework: oral expression (20%), listening comprehension, reading and writing (20%)
Examination: oral examination (20%), written examination (20%), listening comprehension (20%).

### Assessment Weighting

<table>
<thead>
<tr>
<th>January course work</th>
<th>January continuous assessment</th>
<th>January examination</th>
<th>ECTS credits in January</th>
<th>June course work</th>
<th>June continuous assessment</th>
<th>June examination</th>
<th>ECTS credits in June</th>
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</tbody>
</table>

- 38 -
EPHEC

BA MARKETING YEAR 3
Key Statement/ Aims
This module is designed to
- give students basic economic concepts such as indicators, cycles, forecasts
- make them use an analysis of the economic situation as a tool in assessing the marketing environment
- show how the economic environment is a dynamic and complex system
- show the interrelations of the economic environment
- give students some economic knowledge of the past.

Indicative Content
- Module 1: How to approach the notion of economic situation: definition, approach, history, new concepts ...
- Module 2: Macro-economic principles
- Module 3: Indicators.
- Module 4: Cycles.
- Module 5: Macro-economic policies and stabilisation policies.
- Module 6: The 1929 and 1973 crises compared to present-day crises
- Module 7: The economic situation since 2000
- Module 8: How companies integrate economic circumstances in their management.

Teaching and Learning Methods
- Systematic approach and observation of some of the mechanisms on the basis of documents on some countries' economic situations or on some sectors (some presented by the lecturer, some presented by the students)

Required Reading and Learning Material
- E-learning
- Ehec course book.
- File with press articles (in French or in English)

Learning Outcomes
By the end of this module, the student must be able
- to understand the most important economic mechanisms
- understand and give a personal presentation of the main economic Belgian indicators
- know and analyse the basic economic cycles

Assessment
Assignments (sometimes on-line)
Oral examination with
- a personal presentation on the economic situation of a country or a sector;
- questions on the concepts dealt with in class.

See attached schedule on the next page

Assessment Weighting

<table>
<thead>
<tr>
<th>January course work</th>
<th>January continuous assessment</th>
<th>January examination</th>
<th>ECTS credits in January</th>
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<th>June continuous assessment</th>
<th>June examination</th>
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In **September and October**, there will be an eLearning introduction and theory presentation. I will also explain the content of the coursework and set up the groups with students.

Then, in **November**, we will start the eLearning. On line, we will mainly communicate via ecampus. 2 texts to read will be given to students via ecampus and students will submit their coursework by **October 29** for those who would like to have a feedback (feedback will be given online) and **November 25** for everybody.

Each group will have the chance to present their coursework during in **December**.

Finally, the written exam will be held in January.
## D307-C40 Communication Plan : Part 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Marketing Year 3</th>
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<td>Periods of 75'</td>
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<td>ECTS Credits</td>
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### Objectives of the lecture

- To allow the students to be aware of the preparatory stages for the realisation of a communication campaign.
- This lecture has to give the students the real tools of the communication strategy carried out throughout these preparatory stages.
- To allow the students to master the elements of the workings in an agency.
- To allow the students to understand the psychology of the communication target.

### Contents

- Explanation of the workings of a communication agency.
- Development of a briefing provided by the client to the agency as well as the one provided by the agency account to the creatives.
- Deepening of the concepts of positioning, target, SWOT.
- Research (desk, qualitative and quantitative surveys).
- Elements of psychology applied to communication.

### Methodology

Basic lectures with elementary and in-depth theories. Examples which will be applied in the case study of the semester.

### Final abilities

The student is able

- To identify the preparatory stages of the communication plan and to understand their implications.
- To master the basics of positioning, target, SWOT.
- To master the market research techniques.
- To understand the workings of a communication agency.
- To understand the psychology of the target consumer.

### Assessment / Weighting

<table>
<thead>
<tr>
<th>Project Work 1st semester</th>
<th>Continuous Assessment 1st semester</th>
<th>Final Evaluation 1st semester</th>
<th>January ECTS Credits</th>
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<th>Continuous Assessment 2nd semester</th>
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</table>
Objectives

☐ To prepare the student to the steps of the Communication Plan concerning the realisation and evaluation of this Plan, from a practical point of view.
This lecture gives the students the real tools to develop an applied communication strategy.
☐ To allow to the students to be aware of the new trends in communication and to practise them.
☐ To allow the students to evaluate the legality of the communication campaign.

Contents

☐ Communication Plan : Realisation Step
Development and fulfilment of the creation (creative concept), medias (OTS, GRP, coverage), and production (budget) of the communication activities, Direct Marketing, Brand Activation, Public Relations, Corporate Communication (including Sustaining Development and Crisis Communication, Communication of the NGO’s), Cybermarketing … Integration of legal elements.

☐ Communication Plan : Evaluation.
Post-tests. Feedback. Control of the entire process. Checking if your communication plan reached its objectives.

☐ New Trends of Communication :
Mix of trends linked to multi-environment :
  o E-communication
  o influence of the cultural environment
  o new trends in “above” and “below”
  o recognition and communication towards the existing “tribes”

Methodology

The lectures consist in making knowledge of the theory and, consequently, to practise it by means of multiple case studies.

Materials

Reference book for English-speaking students DE PELSMaker et alii, Foundations of Marketing Communications: A European Perspective, Pearson Education. Debriefing and discussion, periodical interrogations and practical cases analysis + lectures given by professionals (including visits and/or lectures in other countries : Germany, France or The Netherlands).

Final abilities

The student must be able :
  o To master the entire communication process, to apply all the communication tools while justifying their use in function of objectives they will be able to define.
  o To understand and to answer to the needs of the announcers.
  o To develop a campaign.
  o To master the legal aspects of the communication.
  o To adapt the communication strategies to the new environmental trends.

Assessment Weighting

<table>
<thead>
<tr>
<th>Project Work 1st semester</th>
<th>Continuous Assessment 1st semester</th>
<th>Evaluation 1st semester</th>
<th>January ECTS Credits</th>
<th>Project Work 2nd semester</th>
<th>Continuous Assessment 2nd semester</th>
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</table>
### Objectives of the lecture

To practise all the knowledge coming from the other lectures included in this specialisation.

### Contents

The assignments are subdivided as follows:

**Communication Plan**
- 1 main assignment (spread over several secondary assignments): to follow the five stages of the communication plan = a practical case study to solve (= communication campaign declined in all its aspects).
- Other assignments, in collaboration with the "Hogeschool Gent" (Dutch-speaking University College in Ghent) or with the language lecturers from EPHEC or with companies. Subjects: Brand Activation campaign, Image Campaign ...

### Methodology

Group works, oral presentations. Softwares used in media / communication companies with extension in the It lectures. Joint project with a Dutch-speaking School.

### Supports

- Assignments in English only for students coming from abroad. Otherwise, also in French and Dutch.
- Possible support of EFCCE (European Foundation for Commercial Communications Education)

### Final abilities

To be able:
- To perform a briefing
- To perform a communication campaign following the given briefing (by a company or "case study") for the desk research to the final budget.
- To evaluate a campaign.

### Assessment / Weighting

<table>
<thead>
<tr>
<th>Project Work 1st semester</th>
<th>Continuous Assessment 1st semester</th>
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</table>

44
**Key Statement/ Aims**
This module is designed to
- improve the linguistic skills acquired in the previous modules, more particularly listening and speaking skills;
- help students deal with everyday problems and situations they will be faced with in the business world.

**Indicative Content**
- This class deals with various topics dealt with in the course book "Business English".
- Some special activities are organised to cater for the business English needs of the students within their selected field of study (sales, purchases, communication and management).

**Teaching and Learning Methods**
- Further development of the four language skills (listening, speaking, reading and writing).
- Debates and class discussions on all subjects dealt with in the module are encouraged.
- Individual or group work: writing and oral presentation of reports.
- Real and professional role-playing situations.

**Required Reading and Learning Material**
- Course book: "Business English" with various topics relating to the business world and some everyday business situations (often on the basis of video programmes and with exercises developing the four skills). The topics include: recruitment, on the phone, negotiating, meetings, business writing.
- News articles.
- Video programmes.

**Learning Outcomes**
By the end of this module, the student must be able
- to take part in discussions or debates on economic or commercial subjects;
- to give an oral presentation using transparencies or PowerPoint;
- to have conversations over the phone (making appointments, ...);
- to welcome business visitors;
- to write a fax, an e-mail, a CV or a short letter;
- to carry out negotiations in English.

**Assessment**
Permanent assessment. See lecturer in class for more information on the weighting of the various class activities.

### Assessment weighting

<table>
<thead>
<tr>
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<th>June course work</th>
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