

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

TRAINING OFFER

LICENSE: Academic

<b>Departement</b>	<b>Faculty</b>	<b>Establishement</b>
<b>Management Sciences</b>	Economic, commercial and management sciences	<b>University of biskra</b>

<b>Speciality</b>	<b>Division</b>	<b>Domain</b>
<b>Business Management</b>	<b>Management Sciences</b>	<b>Economics, management and commercial sciences</b>

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Opinion and visa of the regional seminar

Opinion and visa of the National pedagogical Commission for the field

- Bachelor's degree identification card

Fields of Economic Sciences, Commercial Sciences and Management Sciences

Determining the place of formation:

University: Mohammed Khidr Biskra

Faculty: economic, commercial and Management Sciences

Department: Management Sciences

Bachelor's degree qualification decision no.: decision no. 802 dated July 07, 2002

2. other participants :

- Other university institutions there are no

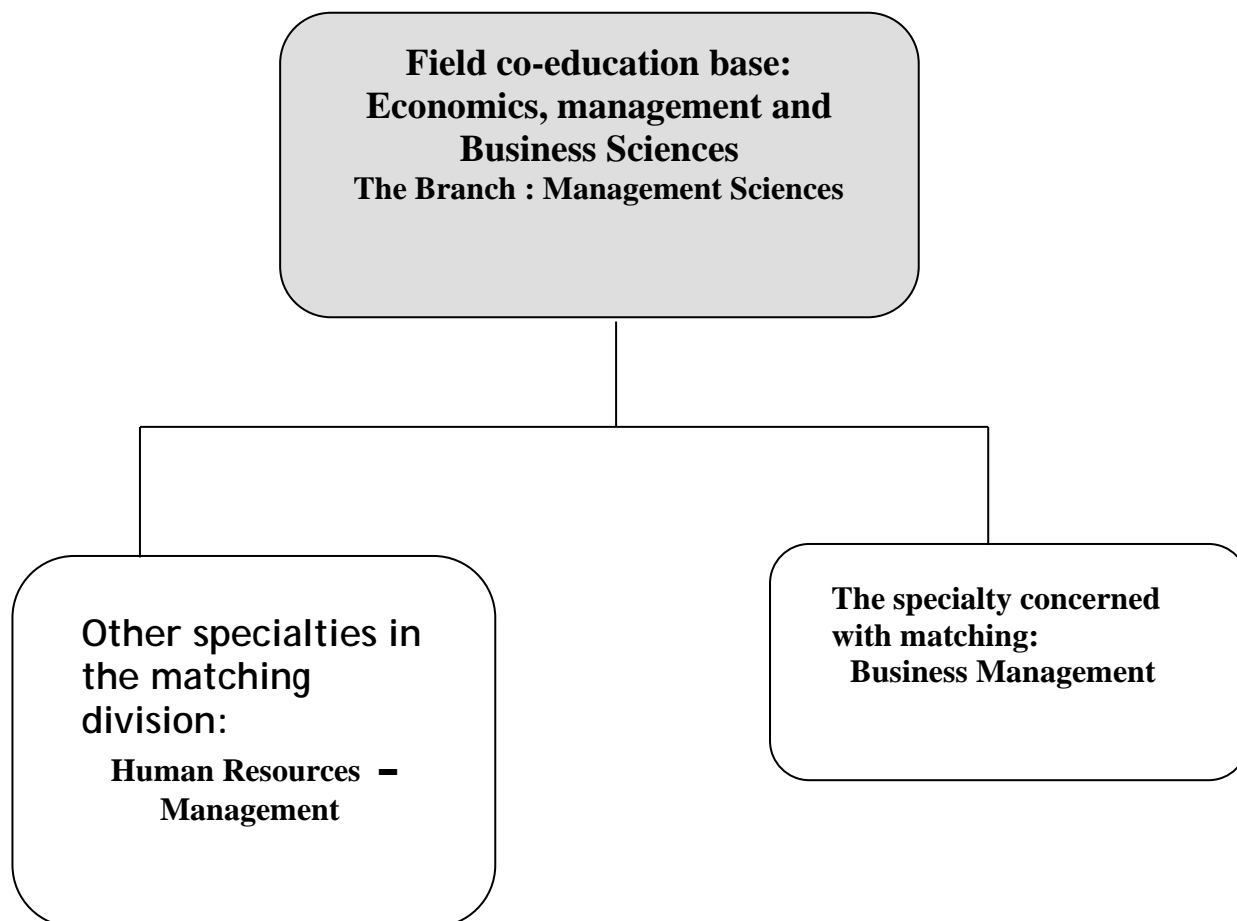
- Institutions and other socio-economic partners: none

- Foreign international partners: none

3-framework and objectives of the training:

A-general Organization of the composition: the status of the project

If several Bachelor's degree courses are proposed or there are courses sponsored by the institution (whether from the same training team or other training teams), please determine the status of this project compared to other tracks according to the following figure:



**B-the objectives of the training: this training aims to:**

**The training in business administration is an academic training aimed at preparing a student to complete a master's degree in the field of Business Sciences, Management Sciences and Economic Sciences. How much allows the possibility of integration into institutions as decision-makers.**

**Therefore, the goal of the training is to make the student acquire knowledge and skill in business management in its global and functional dimensions, while developing the student's abilities in adapting and synthesizing various knowledge.**

C-qualifications and target competencies (20 lines at most)

This training aims to provide the Algerian market, especially at the local level, with tires capable of mastering various aspects of management.

This training also aims to provide the market with basic competencies to handle all administrative tasks, whether in the private or public sector.

D-regional and national capabilities for operability

This training prepares the student for various sectors of economic activity, especially:

- Economic institutions
- Areas of banking and services

Public institutions

E-bridges towards other disciplines

This configuration offers the possibility of:

- Finding bridges towards the disciplines under the management sciences division.

F-efficiency indicators for follow-up training:

- The attractiveness of the specialty (application for registration in it)
- Students ' outputs (notes)
- The quality of graduation notes
- Educational offers
- Prospects of postgraduate studies (PhD)
- Operation ;

**Available human resources :**

**A-internal framing :**

**B. framing capabilities : ( )**

**C-the internal framework used for training in the specialty (filled in and approved by the college or institute)**

The nature of intervention ( lecture, guided works, framing)	Rank	Certificate of competence (MSc-PhD)	Name and surname
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Hijazi Ismail
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Ben Brika Abdelwahab
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Yahyaoui moufida
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Moussa Abdel Nasser
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Rowena Abdus-Samy
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Qureshi Muhammad
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Agti djouhra
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Maalim souad
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Dasi Wahiba
Lecture, guided works, tire	Professor Lecturer A	Ph.D	Shine fayrouz
Lecture, guided works, tire	Professor Lecturer	Ph.D	Dali Ali Lamia
Lecture, guided works, tire	Professor Lecturer	Ph.D	Ismail manasiriya
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Gherbi ouahiba
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Ghodhbane houssem eddine
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Rais Wafa

Lecture, guided works, tire	Professor Lecturer	Ph.D	Zir Sabrina
Lecture, guided works, tire	Professor Lecturer	Ph.D	Rahal Soulef
Lecture, guided works, tire	Professor Lecturer	Ph.D	Djbiret sanaa
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Felta Iyamin
Lecture, guided works, tire	Professor of Higher Education	Ph.D	Mansouri Kamal
Lecture, guided works, tire	Professor Lecturer	Ph.D	B'aisi Samia

*Department authentication*

*college authentication*

**D-the total amount of human resources used for training:**

<b>Total</b>	<b>External issue</b>	<b>Internal issue</b>	<b>RANK</b>
<b>14</b>		<b>14</b>	Professor of Higher Education
<b>07</b>	/	<b>07</b>	Professor Lecturer A
/	/	/	Professor Lecturer B
/	/	/	Assistant professor A
/	/	/	Assistant professor B
/	/	/	Other*
<b>21</b>	/	<b>21</b>	<b>Total</b>

B4-permanent support users (mention All Categories)

<b>Issue</b>	<b>RANK</b>
<b>03</b>	Automated media engineer
<b>01</b>	Main Attache of the Department
<b>01</b>	Secretarial
<b>01</b>	Help management
<b>06</b>	Total



1-the available material possibilities :

A-pedagogical laboratories and equipment

Provide a card about the pedagogical equipment available for the applied works of the proposed formation.(A card for each informant)

Laboratory title: Laboratory of economic and Management Sciences

Capacity (number of students): 30

notes	number	name processing	Number
	<b>10</b>	Computer	<b>1</b>
	WIFI	Internet	<b>2</b>
	01	Reading rooms	<b>3</b>
	A large number of addresses	Library	<b>4</b>

Capacity (number of students): 30

NOTES	number	name processing	Number
	<b>40</b>	Computer	<b>1</b>
	WIFI	Internet	<b>2</b>
	01	Reading rooms	<b>3</b>
	A large number of addresses	Library	<b>4</b>

**B - Fields of education and training in institutions: within the framework of the college's agreement with some private economic institutions**

**And the generality can be guaranteed as follows:**

Duration of the internship	Number of students	Place of the internship
01 month	30	The Great Mills of the South-Biskra-
01 month	30	Riyadh Setif-Al-Qantara-Biskra-
01 month	30	ENICAB- filaile –générale cable –Biskra
01 month	30	Kadila-Biskra-
01 month	30	Enasel-biskra

**C - the available documentation (related to the proposed configuration offer):**  
**The college is available on computers as a tool for documentation and various technical tools related to the specialty. There are also two detective magazines.**

**D-personal business spaces and information and communication technologies**  
**The Faculty of economic, commercial and Management Sciences is available on :**

- 52 study halls
- 04 halls for automated information each hall contains 36 devices.
- 02 two-discussion halls.
- 06 terraces
- 01 college library: the college library is available on:
- (6200 \* 10) books in Arabic
- (3350 \* 5) a book in French
- (70 \* 2) book in English

**In addition to numerous journals, doctoral dissertations, master's theses, master's and Bachelor's notes.**

**E-pillars of Education**

**Select digital floors for publishing lessons**

<b>Digital floor link</b>	<b>Establishement</b>	<b>Digital floor type (modl.....)</b>
<b><a href="http://elearning.univ-biskra.dz/moodle/?redirect=0">http://elearning.univ-biskra.dz/moodle/?redirect=0</a></b>	<b>Biskra University</b>	Moodle
<b><a href="https://www.youtube.com/@facultyofecms-universityof6164">https://www.youtube.com/@facultyofecms-universityof6164</a></b>	<b>Biskra University</b>	YouTube

**II-the card of the hexagonal Organization of specialized education**

**)Please provide the card for the six hexagons(**

### The first Hexagon:

Type of assessment		Education style		Credits	Laboratories	Weekly hourly volume				Hexagonal hourly volume 14-16 weeks	Education unit
Exam	Ongoing	Distance	Presence			Other works	Applied works		Lecture		
				<b>18</b>	<b>9</b>			9			Basic education modules
x	x		x	6	3	05h30		3	3h00	150h00	Financial Accounting 1
x	x		x	6	3	05h30		3	3h00	150h00	Microeconomics 1
x	x		x	6	3	05h30		3	3h00	150h00	Introduction to economics
				<b>9</b>	<b>5</b>			5			Methodological units of Education
x	x		x	5	3	04h20		3	3h00	132h30	Count 1
x	x		x	4	2	03h40		2	1h30	100h00	Mathematics 1
				<b>2</b>	<b>2</b>			2			Exploratory education units
x			x	1	1	00h10		1	1h30	25h00	Introduction to the sociology of organizations
x			x	1	1	00h10		1	1h30	25h00	Introduction to the law
				<b>1</b>	<b>1</b>			1			Horizontal education module
	x	x		1	1	00h10		1		25h00	Foreign Language 1
				<b>30</b>	<b>17</b>	<b>25h0</b>		17	16h30	757h30	Total hexagons 1

**2-the second Hexagon:**

Type of assessment		Education style		Credits	Coefficient	Weekly hourly volume				Hexagonal hourly volume	Education unit
Exam	ongoing	Distance	Presence			Other works			Lecture	14-16 weeks	
				<b>18</b>	<b>9</b>		18	9			Basic education modules
x	x		x	6	3	30h05	6	3	3h00	150h00	Financial accounting 2
x	x		x	4	2	40h03	4	2	1h30	100h00	Microeconomics 2
x	x		x	4	2	40h03	4	2	1h30	100h00	Enterprise economy
x	x		x	4	2	40h03	4	2	1h30	100h00	History of economic thought
				<b>9</b>	<b>5</b>		9	5			Methodological units of Education
x	x		x	5	3	20h04	5	3	3h00	132h30	Statistic 2
x	x		x	4	2	40h03	4	2	1h30	100h00	Mathematics 2
				<b>2</b>	2		2	2			Exploratory education units
	x		x	1	1	10h00	1	1		25h00	Automatic notification 1
x			x	1	1	10h00	1	1	1h30	25h00	Commercial law

				<b>1</b>	1		1	1			Horizontal education module
	x	x		1	1	10h00	1	1		25h00	Foreign Language 2
				<b>30</b>	17	00h25	30	17	13h30	757h30	Total hexagons 2

### 3-the third Hexagon :

Type of assessment		Education style		Credits	Coeffcient	Weekly hourly volume				Hexagonal hourly volume 14-16 weeks	Education unit
Exam	Ongoing	Distance	Presence			Other works	Applied works	Directed works	Lecture		
				18	9						Basic education modules
x	x		x	6	3	05h30		1h30	3h00	150h00	Management accounting
x	x		x	4	2	03h40		1h30	1h30	100h00	Total economy1
x	x		x	4	2	03h40		1h30	1h30	100h00	Entrance to Business

											Administration
x	x		x	4	2	03h40		1h30	1h30	100h00	Public finance
				9	5						Methodological units of Education
x	x		x	4	2	03h40		1h30	1h30	100h00	Count 3
x	x		x	4	2	03h40		1h30	1h30	100h00	Financial mathematics
x			x	1	1	00h40			1h30	32h30	Monetary economics
				2	2						Exploratory education units
x	x		x	2	2	00h20		1c30	1c30	50h00	Methodology
				1	1						Horizontal education module
	x	x		1	1	00h10	1c30			25h00	Automatic notification 2
				30	17	25h00	1h30	10h30	13h30	757h30	Total hexagons 3

-4the fourth Hexagon

Type of assessment		Education style		Credits	Coefficient	Weekly hourly volume				Hexagonal hourly volume	Education unit
						Other works	Applied works	Directed works	Lecture		
Exam	Ongoing	Distance	Presence							14-16 weeks	
				<b>18</b>	<b>9</b>						Basic education modules
x	x		X	6	3	05h30		1h30	3h00	150h00	Management Information Systems

x	x		X	4	2	03h40		1h30	1h30	100h00	Macroeconomics 2
x	x		X	4	2	03h40		1h30	1h30	100h00	Management of the institution
x	x		X	4	2	03h40		1h30	1h30	100h00	Marketing
				<b>9</b>	<b>5</b>						Methodological units of Education
x	x		x	5	3	04h20		1h30	3h00	132h30	Count 4
x	x		x	4	2	03h40		1h30	1h30	100h00	Fundamentals of Operations Research
				2	2						Exploratory education units
	x		x	1	1	00h10		1h30		25h00	Entrepreneurship (Entreprenariat)
x			x	1	1	00h10			1h30	25h00	Business ethics
				1	1						Horizontal education module
	x	x		1	1	00h10		1h30		25h00	Foreign language 3
				30	17	25h00		12h00	13h30	757c30	Total hexagons 4



-5the fifth Hexagon:

Type of assessment		Education style		Credits	Coefficient	Weekly hourly volume				Hexagonal hourly volume 14-16 weeks	Education unit
Exam	Ongoing	Distance	Presence			Other works			Lecture		
				<b>18</b>	<b>8</b>		18	8			Basic education modules
x	X		X	5	2	04h20	5	2	1h30	110h00	Structures and organization of the enterprise
x	X		X	5	2	04h20	5	2	1h30	110c00	Information Technology Management
x	X		X	4	2	03h40	4	2	1h30	100h00	Project management
x	X		X	4	2	03h40	4	2	1h30	100h00	Human Resources Management
				<b>9</b>	<b>4</b>		9	4			Methodological units of Education
X	x		x	5	2	04h20	5	2	1h30	110h00	Financial management
X	x		x	4	2	03h40	4	2	1h30	100h00	Survey techniques
				<b>2</b>	<b>2</b>		2	2			Exploratory education units
	x		X	2	2	00h20	2	2	1h30	50h00	Business law
				<b>1</b>	<b>1</b>		1	1			Horizontal education module
	X	x		1	1	00h10	1	1		25h00	Specialized foreign language 1
				<b>30</b>	15	24h30	30	15	10h30	705h00	Total hexagons 5

**-6 the sixth Hexagon:**

Type of assessment		Education style		credits	Coefficient	Weekly hourly volume				Hexagonal hourly volume	Education unit
Exam	Ongoing	Distance	Presence			Other works	Applied works	Directed works	Lecture	14-16 weeks	
				<b>18</b>	<b>8</b>						Basic education modules
x	X		X	5	2	04h20		1h30	1h30	110h00	Strategic management
x	X		X	5	2	04h20		1h30	1h30	110h00	Production and operations management
x	X		X	4	2	03h40		1h30	1h30	100h00	Total Quality Management
x	X		X	4	2	03h40		1h30	1h30	100h00	Supply chain management
				<b>9</b>	<b>4</b>						Methodological units of Education
x	X		x	5	2	04h20		1h30	1h30	110h00	Management control
	X		x	4	2	06h00				90h00	Bachelor's graduation project
				<b>2</b>	<b>2</b>						Exploratory education units
x	x		x	2	2	20h00	1h30		1h30	50h00	Data analysis
				<b>1</b>	<b>1</b>						Horizontal education module
	X	x		1	1	10h00		1h30		25h00	Specialized foreign language 2
				<b>30</b>	<b>15</b>	26h50	<b>1h30</b>	09h00	<b>9h00</b>	695h00	Total hexagons 6



**7-total GPA of the training:**

Total	Horizontal	Exploratory	Methodology	Basic ones	
1147h30	00h00	157h30	337h30	652h30	Lecture
922h30	112h30	67h30	225h30	517h30	Directed works
90h00	22h30	45h00	22h30	00h00	Applied works
					Personal work
2270h00	15.00	30h00	755h00	1470h00	Other works (selected)
4430h00	150h00	300h00	1340h00	2640h00	Total
180	6	12	54	108	Credits
100%	3.33%	6.67%	30.00%	60.00%	% Credits per Education Unit

### **III - Detailed program of each module**

Hexagram: fifth

**Teaching unit:** basic

**Module:** Structures and organization of the institution

**Balance:** 05

**Coefficient:** 02

**Teaching method:** Attendance

**Education goals:**

**General goal:**

To enable the student to understand and analyze the organizational structures of institutions, as well as to become familiar with the various stages of the process of designing organizational structures.

**Skills to be attained:**

1- Knowledge: It is essentially embodied in:

- Knowledge related to the organization and basic knowledge of the organization's components;
- Knowing the nature and composition of any institution in terms of organization and organizational units;
- Identifying the relationship of the organization function to other administrative functions;
- Identify the various factors affecting the design of the organizational structure.

2- Skill: It is embodied in several skills, including:

- Acquire design skill and design methodology by applying some cases on the ground;
- Acquiring the skill of analysis through comparison and projection of the theoretical concept onto the ground;
- Acquiring the skill of solving problems by equipping them with the skills of analyzing and comparing organizational structures and analyzing their content.

3- Behavior: Through this measure, the student will be able to behave behaviorally in several aspects, including:

- The student will be able to act towards adapting to any organizational change, whether from within or outside the institution;

The student will be prepared to analyze and discuss any organizational structure of any organization.

**Required prior knowledge:** sociology of organizations, enterprise economics, introduction to business administration, enterprise management, marketing

**Content of module:**

The nature of organization and organization

What is the organizational structure?

Organizational structure design

Determinants of the effectiveness of organizational structure design

Organization design options

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, work, other elements) 20/20 with a weight of 40%

**References:**

1. Henry Mintzberg, Structure et dynamique des organisations, Les éditions d'organisations 1982
2. Stephen P. Robbins, 1990, Organization theory , structure, design, and applications, Prentice – hall, INC, 3 Edition
3. حسين محمود حريم، 2006، تصميم المنظمة: الهيكل التنظيمي وإجراءات العمل، ط3، دار الحامد للنشر والتوزيع، الأردن
4. مؤيد سعيد السالم (2008)، نظرية المنظمة – الهيكل والتصميم، دار وائل للنشر والتوزيع، عمان، الأردن.
5. فاطمة بدر، معاذ الصباغ (2020)، نظرية المنظمة، منشورات الجامعة الافتراضية السورية، سوريا.
- محمد قاسم القريوتي (2008)، نظرية المنظمة والتنظيم، ط 3، دار وائل للنشر والتوزيع، عمان، الأردن.

**Teaching unit:** basic

**Module:** Information Technology Management

**Balance:** 05

**Coefficient:** 02

**Teaching method:** Attendance

**Education goals :**

**General goal :**

The general goal of this educational material is to learn how to plan, follow up; Implementing and controlling the organization's information system

**Skills to be attained:**

The goals to be achieved by learning this material can be limited to the following points:

- Understanding the dimensions of management related to the information system, whether at the strategic, organizational, human, or technological levels
- Applying business management functions to an organization's information system project

Identify and control some of the techniques and tools that help apply and implement business management functions in the field of information systems

Prior knowledge required: management information system, entrepreneurship administration, strategic management

**Content of module:**

The first axis: An introduction to information system management

The second axis: Challenges facing the information system

The third axis: strategic management of the information system

The fourth axis: The organizational dimension of the information system

Fifth axis: Information system design: a management approach

Sixth axis: Guidance in information system management)

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, work, other elements) 20/20 with a weight of 40%

**References:**

1. Kenneth Laudon et Jane Laudon, Management information system , Pearson ed 2017
2. Alaban, information systems management, Wiley ed 2019
3. Robert Reix, système d'information et management des organisations , ed Vuibert 2016



**Teaching unit:** basic  
**module:** Project Management  
**Balance:** 04  
**Coefficient:** 02  
**Teaching method:** Attendance

**Education goals:**

**General goal:**

The general objective of this educational material can be summarized and reviewed in teaching the student specializing in business administration how to create his own projects instead of directing and relying completely on the job, by clarifying the general picture of project management.

**Skills to be attained:**

The skills to be achieved by learning this educational material can be limited to the following points:

- Explaining and teaching the terminology related to the project and distinguishing between them;
  - Identifying the project management process in the organization;
  - Learn some of the techniques used in project management:
    - Planning project content according to WBS, RACI, OBS matrices;
    - Scheduling through project deadline planning: Pert grid, Gantt chart, and critical path method (CPM);
  - Learn how to budget and implement a project;
- Learn how to manage and control project risks.

**Required prior knowledge:** sociology of organizations, enterprise economics, introduction to business administration, enterprise management, marketing

**Module content:**

The first axis: Introduction to project management

The second axis: organizing the project

The third axis: project planning

Fourth axis: project implementation

The fifth axis: project oversight

Axis Six: Finishing the project

The seventh axis: conflict management

## Axis Eight: Risk Management.

### Evaluation method:

20/20 exam with 60% weight

Directed work (partial exam, research, perseverance, other elements) 20/20 with a weight of 40%.

### References:

1. Project management Institute, A guide to the Project management body of Knowledge, Project Management Institute, Inc(Guide PMBOK®)— sixthedition2017
2. Project management Institute (2008), Guide Du Corpus Des Connaissances En Management De Projet, (Guide PMBOK®)— Quatrième édition , Project Management Institute, Inc
3. Josepheheagney (2011), Fundamentals of Project Management, Fourth Edition, AMACOM : American Management Association.
4. موسى أحمد خير الدين (2014)، إدارة المشاريع المعاصرة: منهج متكامل في إدارة المشاريع، الطبعة الثانية، دار وائل للنشر، عمان، الأردن.
5. هيثم علي حجازي (2015)، مبادئ إدارة المشروعات وتحليل الجدوى، الطبعة الثانية، دار صفاء للنشر والتوزيع، عمان، الأردن.

**Teaching unit:** basic

**Subject:** Human Resources Management

**Balance:** 04

**Coefficient:** 02

**Teaching method:** Attendance

**General goal:**

This course aims to know the various concepts related to human resources management, their basic functions, the most important components and how to manage them.

**Skills to be attained:**

We aim to provide the student with the following:

- Scientific skills represented in the various knowledge acquired in the field of human resources;

- Mental skills represented in the ability to make decisions related to human resources;

Technical skills represented in the ability to manage various human resources management functions

**Required prior knowledge:** sociology of organizations, enterprise economics, introduction to business administration, enterprise management, marketing

**Module content:**

The first axis: A conceptual introduction to human resources management: its concept and historical development

The second axis: human resources planning

The third axis: job analysis and design

Fourth axis: employing human resources

Fifth axis: Wages and incentives system

Sixth axis: Formation (training)

Seventh axis: Career path management

The eighth axis: Evaluating the performance of human resources

The ninth axis: integration and maintenance functions

The tenth axis: human resources management and future challenges

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, work, other elements)

20/20 with a weight of 40%

**References :**

1. Dessler, G, Human Resource Management, (16<sup>th</sup> Edition, Pearson). 2020
2. Jean marie Peretti, Gestion des Ressources humaines, Edition Vuibert, 2018.

**Teaching unit:** methodology

**Subject:** Financial Management

**Balance:** 05

**Coefficient:** 02

**Teaching method :** Attendance

**General objective:**

To identify the concepts of financial management and financial analysis in a business organization, which builds tools and methods of contemporary financial analysis for the organization, in order to measure and diagnose the financial condition of the organization.

**Skills to be attained:**

- Giving the student the first foundations in the field of financial management by introducing him to the basic terms and concepts in this field.
- Identifying the mechanisms and ways to formulate the problematic elements of financial analysis.
- Enable the student to understand the most commonly used analysis mechanisms and tools.
- Identifying options for internal and external financial sources, and mechanisms for evaluating and selecting the best financial strategic alternative for the organization.
- Introducing the student to the requirements for evaluating and implementing the financial plan for economic projects.

**Required prior knowledge:** financial strategy and planning - inferential statistics - mathematics - introduction to business administration - financial portfolio management.

**Module content:**

The first axis: basic concepts of financial management

The second axis: long and short-term sources of financing

Third axis: investment in fixed assets

Fourth axis: Financial analysis

The fifth axis: financial planning

Axis Six: Financial failure

The seventh axis: financial control (Modifié) Restaurer la traduction d'origine

## **Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, work, other elements)  
20/20 with a weight of 40%.

## **References :**

1. أسامة عبد الخالق، الإدارة المالية، كلية العلوم الاقتصادية جامعة القاهرة، مصر
2. خليل احمد الكايد: الادارة المالية الدولية والعالمية، كنوز المعرفة للنشر والتوزيع، الاردن، 2010,
3. نورهاشم: الادارة المالية، كلية الاقتصاد، جامعة دمشق، الاردن، 2020.

**Teaching unit:** Methodology

**Subject:** Investigation techniques

**Balance:** 04

**Coefficient:** 02

**Teaching method:** Attendance

**The general goal:**

Ability to prepare the questionnaire

Control quantitative issues related to **the survey**

**Skills to be attained:**

- Choosing the appropriate sample type for the study
  - Determine the appropriate sample size for the survey
  - Create a study questionnaire
- Analyze the questionnaire statistically

**Prior knowledge required:** Statistics 1, Statistics 2, Statistics 3

**Content of Module:**

The first axis: basic concepts of survey technology

The second axis: the questionnaire

The third axis: Types of measures in the questionnaire

The fourth axis: problems of sampling and estimation

The fifth axis: random sampling

Axis Six: Non-random sampling

The seventh axis: analyzing the data statistically

Axis Eight: Implementing the statistical report .

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, individual project, research, work, other elements)

20/20 with a weight of 40%.

**References :**

1. مطلق حسين علوان، جمع البيانات وطرق المعاينة، مكتبة العبيكان، السعودية، 2009
2. جوني دانييل، أساسيات إختيار العينة في البحوث العلمية، مبادئ توجيهية عملية لإجراء اختيارات العينة البحثية، ترجمة وتحقيق: طارق عطية عبد الرحمن، معهد الإدارة العامة، المملكة العربية السعودية، 2015
3. عامر قنديلجي، إيمان السامرائي، البحث العلمي الكمي والنوعي، دار اليازوري العلمية للنشر والتوزيع، عمان، الأردن، 2009

4. LehtonenRisto and ErkkiPahkinen Practical Methods for Design and Analysis of Complex Surveys, second edition, John Wiley & Sons, Ltd England. (2004)

**Learning unit:** exploratory

**Subject:** Business Law

**Balance:** 02

**Coefficient:** 02(Modifié)

**Teaching method:** Attendance

**The general goal:**

to know the field of business law and how to implement the gains in practical life, to train students in the field of corporate law and competition law.

**Skills to be attained:**

The field of business law is considered one of the most widespread fields in economic life, and this is due to its connection with many vital sectors, especially economic, commercial and capital sectors. Accordingly, business law aims to study the industrial and technological development-taking place while studying the legal system for each field

**Required prior knowledge:** Introduction to the science of law and commercial law

**Content of module:**

The first axis: Introduction to business law

The second axis: corporate law

The third axis: Competition in the economic sector and the legal system regulating it.

Fourth axis: e-commerce

Fifth axis: Wages and incentives system

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40% %

**References :**

1. عبد القادر بغيرات، القانون التجاري الجزائري، ديوان المطبوعات الجامعية، 2010.
2. نادية فوضيل(2008)، شركات الأموال في القانون الجزائري، ديوان المطبوعات الجامعية، بن عكنون: الجزائر.
3. شرواط حسين، شرح قانون المنافسة، دار الهدى الجزائر، 2012.
4. نضال سليم برهم، أحكام عقود التجارة الإلكترونية، دار الثقافة، عمان، 2009.



**Teaching unit:** horizontal  
**Module:** Specialized foreign language 1  
**Balance:** 01  
**Coefficient:** 01  
**Teaching method:** distance learning

**Education goals:**  
**The general goal:**

The program is designed for students majoring in Economics, Commerce, Management, Accounting and Finance who wish to improve their language skills in specific contexts. It focuses on providing students with a good mastery of the English language along developing solid competencies in the above-mentioned fields of expertise. The lessons cover a wide range of topics in each specialty.

Each lesson is divided into two major axes. First, students are given a series of documents and texts both Written and Oral on the field of expertise. The written texts should not exceed 500 words. Second, students are given opportunity to deepen and strengthen the four language skills (Speaking, Reading, Listening, and Writing) crucial to good communication skills and essential to the fulfillment of their professional development.

At the end of semester 2, much focus is given to the reinforcement of skills essential to the realization of students' professional projects like writing of CVs and cover letters. The aim of these specific lessons is to develop students' writing skills, and teamwork that will optimize their chances in the job market.

**Note:** Each teacher is free to choose and select materials that are appropriate to their students' level. The teacher is also free in the organization of lesson.

**Skills to be attained:**

- Understand and analyse any document dealing with the fields of study.
- Develop critical thinking skills related to analysis and decision making.
- Develop writing skills in business contexts.
- Acquire a high level of knowledge of business concepts by using correct vocabulary and phrases for their specific tasks.
- Develop greater verbal fluency for face-to-face business situations.

**Required prior knowledge:** Students must have successfully completed the lessons of S1, S2, and S3. They should have developed a strong understanding of the basic concepts related to their fields of expertise, namely, Economics, Trade, Accounting, Management, and Finance as well as improved their verbal communication skills.

L3 program consists of two semesters with 24 seminars, each seminar is 1h30 to prepare students for various professions in companies with a strong specialization in this field.

## **Content of module:**

1. Business environment
2. Principles of managerial accounting
3. Leadership and Professional development
4. Management skills
5. Project Management
6. Human Resources Management
7. Management Control

## **Evaluation method:**

100% continuous evaluation

## **References :**

1. **Robert C. Appleby, Modern Business Administration, Financial Times Management, 1994. 6th Edition**
  2. Simon Sweeney (2019). English for Business Communication. Cambridge University Press, Second Edition.
  3. Simon Sweeney (2002). Professional English: Management. Pearson Longman.
  4. Karen Collins (2012). An Introduction to Business. <http://2012books.lardbucket.org/>
  5. Sara Helm (2010). Market Leader: Accounting and Finance. Pearson Longman.
  6. D. Baker and R. Clark (2011). Oxford English for Careers: Finance. Oxford University Press.
  7. D. Cotton, D. Falvey, and S. Kent (2011). Market Leader: Upper Intermediate. Pearson Longman, Third Edition.
  8. Ian Mackenzie (2010). English for Business Studies: A Course for Business Studies and Economic Studies. Cambridge University Press, 3<sup>rd</sup> Edition.
  9. John Marks (2007). Banking and Finance. A & C Black Publishers, Second Edition.
  10. Paul Burns (2016). Entrepreneurship and Small Business. Palgrave, Fourth Edition.
  11. Eddie McLaney (2009). Business Finance: Theory and Practice. Pearson Education Ltd, 8<sup>th</sup> Edition.
  12. Unknown (2005). Intelligent Business Course book: Intermediate Business English. Pearson Longman.
  13. Ian Mackenzie (2008). English for the Financial Sector. Cambridge University Press.
  14. Julie Pratten (2009). Absolute Financial English. Delta Publishing
  15. Business English pods
  16. J. Schofield and A. Osborn (2011). Collins English for Business: Speaking. Harper Collins Publishers.
  17. A. Littlejohn (2008). Professional English Company to Company: A Task-based Approach to business emails, letters, and faxes. Cambridge University Press, 4<sup>th</sup> Edition.
- Bill Mascull (2010). Business Vocabulary in Use: Advanced. Cambridge University Press, 2<sup>nd</sup> Edition.

**Hexagram:** the sixth

**Teaching unit:** basic

**Module:** Strategic Management

**Balance:**05

**Coefficient:** 02

**Teaching method:** Attendance

Education goals:

**General objective:** Explore the strategy design process and learn about the strategy implementation and control process

**Skills to be attained:**

- Controlling the basic concepts related to the strategic management scale
- Control the skills of external and internal environmental analysis

Acquiring the skills of formulating strategic alternatives for the organization as a whole and its strategic business units

Required prior knowledge: introduction to business administration, enterprise management, enterprise economics

**Module content:**

The first axis: Introduction: Defining the standard and presenting the development of strategic thought

The second axis: Strategy formulation: identifying the elements of the strategic direction

The third axis: Strategy formulation: Analysis of the external environment

Fourth axis: Strategy formulation: Analysis of the internal environment

The fifth axis: Strategy formulation: strategic options at the level of strategic business units

Sixth axis: Strategy formulation: strategic options at the level of the organization as a whole

The seventh axis: implementing the strategy

The eighth axis: strategic control (Modified) Restaurer la traduction d'origine

## Evaluation method:

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

## References :

1. Henry Mintzberg, Structure et dynamique des organisations, Les éditions d'organisations 1982
2. Stephen P. Robbins, 1990, Organization theory , structure, design, and applications, Prentice – hall, INC, 3 Edition
3. حسين محمود حريم، 2006، تصميم المنظمة: الهيكل التنظيمي وإجراءات العمل، ط3، دار الحامد للنشر والتوزيع، الأردن
4. مؤيد سعيد السالم (2008)، نظرية المنظمة – الهيكل والتصميم، دار وائل للنشر والتوزيع، عمان، الأردن.
5. فاطمة بدر، معاذ الصباغ (2020)، نظرية المنظمة، منشورات الجامعة الافتراضية السورية، سوريا.
- محمد قاسم القريوتي (2008)، نظرية المنظمة والتنظيم، ط 3، دار وائل للنشر والتوزيع، عمان، الأردن.

**Teaching unit:** basic

**Module:** Production and Operations Management

**Balance:** 05

**Coefficient:** 02

**Teaching method:** Attendance

**Education goals:**

**The general objective:** This course aims to know everything related to production management, operations and the functions it performs in order to provide the student with theoretical information about the subject for application in the field at the institutional level so that the student is able to manage this important function in the institution.

**Skills to be attained:**

- Remember previous information acquired about the organization's functions that are related to this subject.
- Expanding knowledge related to production and operations management.
- An understanding of the mechanisms of planning and designing products and production capacities.
- Knowing the methods of forecasting demand and factory arrangement so that the student acquires skill in controlling them.
- The student's understanding of the most important processes in the medium term, including overall production planning, control, manufacturing and handling.
- Clarifying and understanding the most important modern quantitative methods used in production and operations management so that the student acquires the skill of controlling them.

**Required prior knowledge:** statistics, financial mathematics, decision-making methods, organization management.

**Content of module:**

The first axis: a theoretical introduction to production and operations management

The second axis: choosing manufacturing sites

The third axis: forecasting the demand for production

Fourth axis: Planning other activities for production and operations management

Sixth axis: Some Japanese and American production methods

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

## References :

1. **Jay Heizer, Barry Render, Chuck Munson**, Operations Management: Sustainability and Supply Chain Management. Pearson education, 2013
2. **William J. Stevenson** , operations management, Eleventh Edition, McGraw-Hill/Irwin, 2012
3. **Courtois & Pillet & Martin – bennefous**, Gestion de la production, 4 édition , Editions d'organisation,2003
4. **Nigel Slack, Stuart Chambers, Robert Johnston(2007)** ,Operation management,Pearson Education.
5. **B. Mahadevan(2015)**,Introduction to Operations Management,Third edition, Pearson Education.
6. حمود أحمد فياض، عيسى يوسف قداد(2010)، إدارة الإنتاج والعمليات،: مدخل نظمي، الطبعة الأولى، دار صفاء للنشر والتوزيع، عمان،
7. سليمان خالد عبيدات (2019)، مقدمة في ادارة الانتاج والعمليات، ط6، دار المسيرة، عمان.
8. محمد الفاتح المغربي(2018)، ادارة الانتاج والعمليات، ط 1، الاكاديمية الحديثة للكتاب الجامعي، القاهرة.

**Teaching unit:** basic

**Subject:** Total Quality Management

**Balance:** 04

**Coefficient:** 02

**Teaching method:** Attendance

### **General objective:**

This standard aims to identify the concepts of quality and total quality management, as well as to enable people to know how to apply total quality management and how to use its tools.

### **Skills to be attained:**

- Introducing various concepts related to quality,
- Enabling students to learn about the origins and development of the concept of quality management. And get to know its most important pioneers and their contributions.
- Introducing the most important tools used to improve quality and how to use them to solve quality problems.
- Introducing the approaches to quality improvement “Six Sigma” and the Lean system and how to apply them;
- Introducing international quality systems and quality and excellence awards.

**Required prior knowledge:** enterprise economics, enterprise management, introduction to business administration.

## **Content of module:**

The first axis: Introduction to quality and quality management. Introduction to Quality&Quality Management

The second axis: The Conceptual Framework for Total Quality Management

The third axis: Quality management pioneers

Fourth axis: Total Quality Management TQM Application

The fifth axis: Quality Tools & Techniques

The sixth axis: The importance of customers and suppliers within total quality management. The Importance of Customers&Supplierswithin TQM

The seventh axis: Total Quality Management Culture (TQM Culture).

The eighth axis: ISO 9000 Quality Management System: ISO 9000 Quality Management System

Ninth axis: Quality by Design

The tenth axis: Quality and Excellence Awards

## **Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

## **References :**

1. Oakland G. F. Total Quality Management, Oxford, 2003
2. الحبيب بلية. (2019). إدارة الجودة الشاملة: المفهوم - الأساسيات - شروط التطبيق. القاهرة: مصر: الأكاديمية الحديثة للكتاب الجامعي.
3. - Park, S. H. (2003). Six sigma for quality and productivity promotion, productivity series 32. Tokyo-Japan: Asian productivity organization.
4. Shewart, W. A. (1986). Statistical Method from the Viewpoint of Quality Control. New York: USA: Dover Publications.
5. Evans, J.R. (2007), Quality and Performance Excellence: Management, Organization and Strategy, Thomson South-Western.

6. Womack, J., Jones, D., & Roos, D. (1991). The machine that changed the world: The story of lean production. New York: USA: Harper Perennial.

**Teaching unit:** basic

**Subject:** Supply chain management

**Balance:** 04

**Coefficient:** 02

**Teaching method:** Attendance

**The general goal :**

This course aims to provide the student with basic knowledge about the components and processes of supply chain management, and to identify the most prominent performance indicators of this chain .

**Skills to be attained:**

- The student understands the meaning of the supply chain
- The student distinguishes between supply chain and supply chain management
- The student learns about the importance of integration between the various parties of the supply chain
- The student understands the integration methods applied to supply chain management
- The student learns how to plan supply chain management
- The student learns how to coordinate and synchronize the various flows within the supply chain
- The student learns about some supply chains through practical applications of some institutions.

**Required prior knowledge:** marketing principles, business administration introduction, production and operations management, enterprise management

**Content of module:**

The first axis: supply chain and supply chain management: basic concepts.

The second axis: Defining the supply chain management strategy

The third axis: Supply chain management processes (Processes of SCM):

- Customer Relationship Management: (Customer Relationship M) CRM
- Managing the relationship with suppliers:
- Customer service management:
- Managing production process flows:
- Product development and marketing:
- Managing returns:

Fourth axis: Planning and managing warehouses within the supply chain

Fifth axis: Planning and management of transportation and distribution networks



Sixth axis: measuring supply chain management performance

The seventh axis: Some special topics in supply chain management:

- Technology and supply chain management;
- Supply Chain Graduation Outsourcing,;
- Determining prices within the supply chain.

Green supply chain management:

- Six Sigma methodology and Lean Supply Chain

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

### **References :**

1. Douglas M. Lambert, Supply Chain Management: Processes, Partnerships, Performance, Supply chain management institute, Florida, 3rd edition, 2008
2. Michael Hugos, Essential of supply chain management, 4 ed Wiley,2018
3. Sunil Chopra et Peter Meindl, Supply chain management:strategy,planning and operation, 5 th ed Pearson 2013
4. Olivier Lavastre,valentina Carbone,Blandine Ageron,les grands auteurs en logistiques et supply chain management, EMS ed 2016
5. Barbara Lyonnet,Marie-pascale Senkel,Sylvie Clamens,Supply chain management,Dunod 2019
6. أكرم أحمد الطويل ، شهلة سالم خليل العبادي ، إدارة سلسلة التوريد الخضراء، داراليازوري العلمية للنشر والتوزيع، عمان، 2018.

**Teaching unit:** methodology

**Module:** Management control

**Balance:** 05

**Coefficient:** 02

**Teaching method:** Attendance

**The general objective:**

Controlling management in order to evaluate the organization's performance, take corrective measures, and ensure rational management of available resources.

**Skills to be attained:**

- Learn about the basic concepts of management control and the tools you use.
- The ability to carry out study, evaluation, performance monitoring and coordination activities at the institution level.
- The ability to provide advice, guidance, and assistance in decision-making in the organization to serve the established goals.

Controlling the principles of planning and preparing estimated budgets for various types of institutions.

**Prior knowledge required:** organization management, management accounting, operations research

**Content of module:**

The first axis: an introduction to management control

The second axis: the estimated sales budget

The third axis: the estimated production budget

Fourth axis: Estimated investment budget

The fifth axis: the estimated budget for catering

Sixth axis: treasury management

Seventh axis: dashboard

**Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

**References :**

1. ابراهيم ابراهيمية، مراقبة التسيير، ديوان المطبوعات الجامعية، 2002.
2. شويح محمد، مراقبة التسيير، منشورات كليك، الجزائر، 2018.
3. فركوس محمد، الموازنات التقديرية-أداة فعالة للتسيير- ديوان المطبوعات الجامعية، 2017.
4. معراج هواري، مصطفى الباهي، مدخل إلى مراقبة التسيير - ديوان المطبوعات الجامعية -الجزائر، 2011.

5. Hélène Ioning, Véronique Malleret et autres, Contrôle de Gestion-Des outils de gestion aux pratique organisationnelles, 4ème édition,DUNOD,Paris,2013.
6. Gerd peters, Contrôle de Gestion –Méthode et technique principales, versus verlag, 2008

**Teaching unit:** methodology

**Subject:** Graduation project

**Balance:** 04

**Coefficient:** 02

**Teaching method:** Attendance

**Education goals:**

**The general goal:** It aims to complete scientific research that includes theoretical and analytical studies of the subject of the graduation project. It also includes methods for applying these studies and conclusions to reach design decisions in the form of the design program for the graduation project.

**Skills to be attained:**

- Training students on the method of scientific research and writing articles and specialized research;
- Preparing students to prepare research studies on urgent problems related to local reality in a scientific manner and in an organized research format.
- Developing students' abilities to benefit from and express new administrative ideas;
- Developing students' awareness and broadening their horizons;
- Contributing to qualifying students for field work;
- Linking theoretical research and translating it into practical reality;
- Developing students' abilities to analyze and criticize;
- Emphasizing the importance of student teamwork and strengthening team spirit.
- Training students on how to deal with administrative problems;

**Required prior knowledge:** scientific research methodology, introduction to business administration; strategic management; Contemporary administrative issues; Project management, statistics

**Evaluation method:**

20/20 exam with 100% weight.

## **References:**

References vary from one research project to another, but in general the following references can be used as guidance:

- Books on scientific research methodology;
- Study cases of economic institutions;
- Specialized websites;

Reference sources (books, articles, forums) in the specialty.

**Teaching unit:** exploratory

**Module:** Data analysis

**Credit:** 02

**Coefficient:** 02

**Teaching method:** Attendance

## **The general goal:**

The course aims to enable the student to learn the tools of multidimensional statistical analysis, which allow him to know the characteristics or features of economic phenomena and the extent to which they overlap or are independent from each other in many ways

**Required prior knowledge:** mathematics, statistics, computer science

## **Content of module:**

The first axis: ANOVA

The second axis: analysis with basic compounds (ACP).

The third axis: for the hierarchical classification ( CH)

The fourth axis: discriminant analysis ( AFD)

The fifth axis: logistic regression

## **Evaluation method:**

20/20 exam with 60% weight

Directed work (partial exam, research, individual project, perseverance, other elements) 20/20 with a weight of 40%

## References :

1. LEBART.L, MORINEAU. A, PIRON. M, Statistique Exploratoire Multidimensionnelle, (2000), 3ème Edition, Dunod, Paris - France
2. صواليبي صدر الدين(2021)، تحليل المعطيات، دار هومة، الجزائر
3. ، الدار الانجلوساكسونية ، مصر spss أسامة ربيع (2008) ، التحليل الاحصائي للمتغيرات المتعددة باستخدام
4. CROUTSHE. J.J.( 2000),"Pratique de l'analyse des données en marketing et gestion", Aska, Paris -France .
5. MIREILLE Bardos(2001), Analyse discriminante: Application au risque et scoring financier, éditions Dunod, Paris -France.
6. MICHEL Jambu(1999), Méthodes de base de l'analyse des données, 1ère édition, éditions Eyrolles, paris - France.
7. CHARLES M. Judd et autres(2010), Analyse des données: Une approche par comparaison de modèles, 1re édition, éditions DeBoeck, paris -France.
8. MICHAEL Huberman(2003), MATTHEW B. Miles, Analyse des données qualitatives, 2ème édition, éditions DeBoeck, Paris -France.

**Teaching unit:** horizontal

**Subject:** Specialized foreign language2

**Balance:** 01

**Coefficient:** 01

**Teaching method:** distance learning

**Education objectives:**

**The general goal:**

The program is designed for students majoring in Economics, Commerce, Management, Accounting and Finance who wish to improve their language skills in specific contexts. It focuses on providing students with a good mastery of the English language along developing solid competencies in the above-mentioned fields of expertise. The lessons cover a wide range of topics in each specialty.

Each lesson is divided into two major axes. First, students are given a series of documents and texts both Written and Oral on the field of expertise. The written texts should not exceed 500 words. Second, students are given opportunity to deepen and strengthen the four language skills (Speaking, Reading, Listening, and Writing) crucial to good communication skills and essential to the fulfillment of their professional development.

At the end of semester 2, much focus is given to the reinforcement of skills essential to the realization of students' professional projects like writing of CVs and cover letters. The aim of these specific lessons is to develop students' writing skills, and teamwork that will optimize their chances in the job market.

Note: Each teacher is free to choose and select materials that are appropriate to their students' level. The teacher is also free in the organization of lesson.

**Skills to be attained:**

Understand and analyse any document dealing with the fields of study.

Develop critical thinking skills related to analysis and decision making.

Develop writing skills in business contexts.

Acquire a high level of knowledge of business concepts by using correct vocabulary and phrases for their specific tasks.

Develop greater verbal fluency for face-to-face business situations.

**Required prior knowledge:** Students must have successfully completed the lessons of S1, S2, and S3. They should have developed a strong understanding of the basic concepts related to their fields of expertise, namely, Economics, Trade, Accounting, Management, and Finance as well as improved their verbal communication skills. L3 program consists of two semesters with 24 seminars, each seminar is 1h30 to prepare students for various professions in companies with a strong specialization in this field.

**Content of module:**

Budget Management  
Production Management  
Production Management  
Strategic Management  
Business letters

**Evaluation method:**

100% continuous evaluation

**References :**

1. Robert C. Appleby, Modern Business Administration, Financial Times Management, 1994. 6th Edition
2. Simon Sweeney (2019). English for Business Communication. Cambridge University Press, Second Edition.
3. Simon Sweeney (2002). Professional English: Management. Pearson Longman.
4. Karen Collins (2012). An Introduction to Business. <http://2012books.lardbucket.org/>
5. Sara Helm (2010). Market Leader: Accounting and Finance. Pearson Longman.
6. D. Baker and R. Clark (2011). Oxford English for Careers: Finance. Oxford University Press.
7. D. Cotton, D. Falvey, and S. Kent (2011). Market Leader: Upper Intermediate. Pearson Longman, Third Edition.
8. Ian Mackenzie (2010). English for Business Studies: A Course for Business Studies and Economic Studies. Cambridge University Press, 3rd Edition.
9. John Marks (2007). Banking and Finance. A & C Black Publishers, Second Edition.
10. Paul Burns (2016). Entrepreneurship and Small Business. Palgrave, Fourth Edition.
11. Eddie McLaney (2009). Business Finance: Theory and Practice. Pearson Education Ltd, 8th Edition.
12. Unknown (2005). Intelligent Business Course book: Intermediate Business English. Pearson Longman.
13. Ian Mackenzie (2008). English for the Financial Sector. Cambridge University Press.
14. Julie Pratten (2009). Absolute Financial English. Delta Publishing
15. Business English pods
16. J. Schofield and A. Osborn (2011). Collins English for Business: Speaking. Harper Collins Publishers.
17. A. Littlejohn (2008). Professional English Company to Company: A Task-based Approach to business emails, letters, and faxes. Cambridge University Press, 4th Edition.
18. Bill Mascull (2010). Business Vocabulary in Use: Advanced. Cambridge University Press, 2nd Edition.

