MSc in CREATIVE BUSINESS
ACADEMIC YEAR 2016-2017
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<th>EDHEC</th>
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<th>INCOMING</th>
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<td>Management of Charitable Organisations</td>
<td>15</td>
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<td>Media/Social Media &amp; Development</td>
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<td>530</td>
<td>60</td>
<td>75</td>
<td>71</td>
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</table>
The creative economy has been seen to become so increasingly important to economic well-being that human creativity now appears to be the ultimate economic resource, particularly thanks to the development of a wide range of “creative industries”. Inspired by cultural industries and the hi-tech sectors, this stream is also expanding to social and sustainable innovation, where the development of creative capabilities appears as an adaptive answer to the complex challenges and issues of our “post-normal times”.

This course aims at introducing to and presenting the creative economy, and to reflect upon its expansion beyond so-called “creative industries” (including economic activities such as advertising, architecture, arts, crafts, design, fashion, film, music, performing arts, TV and radio or video games). It will address its mainstreaming and effects on the strategy and management of organizations and institutions.

After having taken this course, participants will be able to:
- Define the creative economy and creative industries with respect to their specific sector and context
- Define, analyze, and debate close concepts, such as creative economy, culture economy and “purple economy”, impact economy...
- Identify the key strategic, organizational, and managerial issues of the Creative Economy in terms of economic and human developments
- Position themselves in terms of career orientations and potential contributions to the Creative Economy

Multimedia lectures, class discussion, readings, case studies.
## ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group project</td>
<td>50%</td>
<td></td>
<td></td>
<td>LO2, LO3, LO4</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td></td>
<td>At the end of the unit</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
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</table>

## READINGS

**COMPULSORY READINGS:**

**RECOMMENDED READINGS:**
UNESCO. 2009. *Creative industries — UNESCO Culture.* UNESCO.
COURSE OBJECTIVES
The objective of this course is to mobilize the concepts of "way of life" and "lifestyle" as an analytical framework to understand social practices and their evolution in the contemporary world. The class raises and tends to answer the following questions:

- How are social practices and lifestyle related to each other?
- How do social practices, lifestyle and identity influence each other?
- How does lifestyle become manifest in everyday practices?
- How do lifestyles change?
- How do lifestyle trends influence product design and promotion?

The class will mainly focus on leisure and pleasure activities, analysing how they arise, spread, are marketed and disappear. Special attention will be paid to the role of new media.

LEARNING OUTCOMES
After having taken this course participants will be able to:

- Identify the various dimensions that constitute a lifestyle
- Spot budding lifestyle tendencies
- Analyze social practices and their correlation with lifestyle using a theoretical framework based on anthropology and semiotics
- Suggest strategic decision to best transform lifestyle trends into commercial success
- Engineer lifestyle as leverage for business potentials

PREREQUISITES
No specific prerequisite needed, except interest for social sciences

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theoretical</td>
<td>Defining lifestyle in anthropological, sociological and marketing terms</td>
<td>No specific preparatory work</td>
</tr>
<tr>
<td></td>
<td>aspects</td>
<td>Understanding objects and behaviours from the semiotic perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyzing social practices and their representation in marketing campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dunlopillo, Durex &amp; Chocolate</td>
<td></td>
</tr>
</tbody>
</table>
| 2  | The realm of fooding | Portraying social alimentary practices throughout the last decade  
Understanding the value chain encompassing behaviours, objects, services and marketing  
Assessing the impact of lifestyle practices on social identity  
Choosing appropriate data and data sources  
Cheese & Coffee  
Paul Georgelet & Frei Coffee | Selected chapters from SHOVE et al. (2012), BERGER (2014) |
|---|---|---|
| 3  | Seniors as new lifestyle audience and market | Understanding demographic shift and medical advances conducive to new lifestyle industries  
Assessing lifestyles as identity messages issued by society  
Iris Apfel  
Senior leisure industry in China (Yawen ZHENG)  
Approaching collaborative lifestyle practices from an anthropological and sociological point of view  
Understanding the value chain of collaborative economy as lifestyle in  
Analyzing Hospitality and Availability as fundamental values  
Lifestyle trends and drifts  
Lulu in Paris | Selected chapters from KAUFFMANN (2015) |
| 4  | Engineering a lifestyle trend | Identifying both public and private actors (re)shaping lifestyles. Analyzing lifestyle indicators  
Using lifestyle data for strategic decisions  
Ondekoza, Japan  
Detailed instructions on Blackboard | Selected readings |
| 5  | Team presentations | Detailed instructions on Blackboard | None |

**TEACHING & LEARNING METHODS**
Transmission teaching, video and film material, preparatory readings, group discussions, project & team work.

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
</table>

7
### Group project 50%
In teams, students identify a lifestyle in a culture of their choice and present it to the class following the structure below:
- Succinct description of lifestyle including video and/or picture material
- and data.
- Presentation of lifestyle impact on marketing or product management.
- Prediction of lifestyle evolution.
- A detailed grading grid will be published on Blackboard beforehand.

**Sessions 4 & 5**
1, 3, 4

### Final exam 50%
Based on a folder of data, articles or texts, students will analyse a lifestyle and formulate predictions as well as potential strategic decisions

2 hours
1, 2, 3, 4

### READINGS
**COMPULSORY READINGS:**
17_M2_LI_CBU_S1_CCO_CCS_3965: ARTS MANAGEMENT AND PUBLIC POLICIES 1

NUMBER OF HOURS: 30
SEMESTER 1
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: JEAN-CHRISTOPHE LEVASSOR

COURSE OBJECTIVES
Public policies and state aid are strong in the arts and cultural sector in France as in many other European countries. The business model of many organizations has taken into account such a legal and financial environment. Yet, the combined effect of new theoretical approaches and increased pressure on public spending have induced dramatic changes in both the political framework and the means of national and local governments. Therefore, management of arts and cultural organizations requires understanding such evolutions and implementing adequate response to meet the challenges ahead. It also requires combining and reconciling different operational objectives.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the role of national and local governments in the cultural sector and the issues at stake due to recent evolutions.
Refer to various examples of strategies implemented by cultural organizations in the public sector
Combine theoretical and practical concepts in order to define and implement original strategies in the service of organizations evolving in a complex environment.

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Culture and the city</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>New sponsors</td>
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<tr>
<td>4</td>
<td>Culture and tourism</td>
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<tr>
<td>5</td>
<td>Culture and sports</td>
<td></td>
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</tr>
<tr>
<td>6, 7, 8, 9</td>
<td>PART 3 Visits and case studies</td>
<td>Palais des Beaux Arts Lille</td>
<td>Case study - Museum of Fine Arts Boston</td>
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<tr>
<td></td>
<td></td>
<td>Lille Opera</td>
<td>Case study - San Francisco Opera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orchestre National de Lille (ONL)</td>
<td>Case study - San Francisco Symphony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit of La Condition Publique in Roubaix</td>
<td>Case study - Seattle Theatre Industry</td>
</tr>
<tr>
<td>10</td>
<td>Visit</td>
<td>BUDA Fabriek, Kortrijk, Belgium</td>
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TEACHING & LEARNING METHODS
Multimedia lectures, class discussion, reading, case studies.
### ASSESSMENT METHODS

<table>
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<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
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<th>LEARNING OUTCOME EVALUATED</th>
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<tbody>
<tr>
<td>Individual Participation</td>
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<td>LO1, LO2</td>
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<tr>
<td>Group project</td>
<td>50%</td>
<td>Case study</td>
<td>Sessions 7 to 10</td>
<td>LO1, LO2</td>
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### READINGS

Compulsory and recommended readings will be provided before the course begins.
As the famous song by Irving Berlin goes, “There is no business like show business”. Well, there is certainly no Industry like the Entertainment Industry either.

The course will highlight the specifics of the Entertainment Industry (Movies, Music, Video games ...), and why working in it is definitely a unique experience – for better or worse. Ultimately it shall help you answer the question: am I up for the unique job of managing Creative Talents?

After having taken this course, participants will
- have a clear view of what it takes to interact with Creative Talents on a daily basis
- develop tools to build their own way of helping Creative Talents deliver their best output, while getting the most out of it from a business standpoint
- have an in-depth understanding of the brisk evolutions in some key sectors of the Entertainment industry (Music, Movies, Video games)
- develop a sense of how the management of Creative Talents can yield valuable knowledge/lessons outside the scope of the Entertainment Industry (emotional intelligence, disruptive innovation, branded content ...)

### COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
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</thead>
<tbody>
<tr>
<td>1 (15h)</td>
<td>Working in the Entertainment Industry</td>
<td>First insight into the management of Creative Talents through the analysis of real life Entertainment leaders (executives/artists), video-based case studies of high-profile movie and music projects, role play and simulations.</td>
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<tr>
<td>2 (3h)</td>
<td>Movie Distribution and Marketing</td>
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<tr>
<td>3 (6h)</td>
<td>Interactive Entertainment Industries</td>
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<tr>
<td>4 (3h)</td>
<td>360° Music business</td>
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<tr>
<td>5 (3h)</td>
<td>Artists management</td>
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### ASSESSMENT METHODS

<table>
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<tr>
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<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
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</thead>
<tbody>
<tr>
<td>4 group projects/works</td>
<td>50 % (12,5% each group projects)</td>
<td>case study, role play</td>
<td>from 45 to 90 minutes long</td>
<td>Session 1</td>
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None
Final exam 50%  Case study 3 hours  From sessions 2 to 5

**READINGS**
Compulsory and recommended readings will be provided before the course begins.
MSc CREATIVE BUSINESS
2016-2017

17_M2_LI_CBU_S1_CCO_CCS_3968: INNOVATIVE FINANCE AND LAW

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: EMMANUEL MOYART

COURSE OBJECTIVES

Innovative Finance and Law – Introduction

The goal of the course is to understand the challenges that new markets, delivery channels and business models are bringing to the provision of financial services and to the regulatory and legal environment. Technology and globalization are reshuffling the traditional setup of financial services provision, with innovations such as mobile banking or value-based banking, or the emergence of new speculative markets, such as the contemporary art one. The legal and regulatory environment is thus challenged to bring about the needed changes to adopt new services and providers while guaranteeing the stability of the system and the safety of the general public, on a global rather than national level.

Law - The goal will be to provide basic knowledge and understanding of legal and non legal concepts related to intellectual property within the creating industries. The course will enable the student to better comprehend issues such as copyright in an increasingly complex and global world. The focus will be on general principles but with their own application in the creative world. The course will bring real life examples and a practical approach to the class so as to give the student transferable skills to operate in the creative industry of his choosing.

LEARNING OUTCOMES

After having taken this course, participants will be able to:

Finance:
Have a clear picture of the innovative products and institutional settings
Understand the underlying social and technological changes
Understand the challenges posed by these changes to the regulatory and legal environment.

Law:
Differentiate ways to protect ideas/innovations (intellectual property or IP)
Understand IP as a valuable intangible asset in today’s international and digitalized economy
More specifically, apprehend copyright issues and the interests at stake

PREREQUISITES

None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>What is innovation in the financial and legal environment? An introduction.</td>
<td>Lecture, historical overview and feedback from practitioners</td>
<td>None</td>
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<tr>
<td>3</td>
<td>Introduction: The protection of ideas/innovation - Intellectual Property (IP) as a whole - 360° view</td>
<td>The fundamentals: IP categories (copyright, trademark, patents and trade secrets); IP issues, principles and major players</td>
<td>Readings</td>
</tr>
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</table>

COURSE OBJECTIVES

Innovative Finance and Law – Introduction

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PREREQUISITES

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</tr>
</tbody>
</table>
## Focus on Copyright

**Issues at stake and case study:**
- Copyright in terms of value/cost as well as risk/opportunity;
- Ethical issues;
- Copyright ownership, title, protection and violations from a national and international/EU perspective;

**Readings and case study**

---

### TEACHING & LEARNING METHODS

Mandatory readings or website browsing (before the class begins and between sessions), group work (during and/or between sessions), interaction in class (among participants and with speakers). Given the course will be given in a seminar mode (all sessions concentrated on a few days), please be prepared to do your homework between sessions, including in the evening.

Law - In class: Lectures and class discussion. For class preparation: Readings and case studies.

### ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam (1h30)</td>
<td>100%</td>
<td>At the end of the semester</td>
<td>LO4, LO5, LO6</td>
<td></td>
</tr>
</tbody>
</table>

### READINGS

**COMPULSORY READINGS:**
Already, browse the website [www.microfinancegateway.org](http://www.microfinancegateway.org) Documentation and links will be provided before the course begins.

**RECOMMENDED READINGS:**
17_M2_LI_CBU_S1_CCO_CCS_739: PHILANTHROPY - LOBBYING - FUNDRAISING

NUMBER OF HOURS: 30
SEMESTER 1
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: CHRISTINE QUENTIN

COURSE OBJECTIVES
Philanthropy: No one can imagine working today for public good without considering private funding. This course addresses trends, motivations and best practices in philanthropy, both corporate and individual, from the funder point of view. Students will get an overview of tools, techniques and strategies used by individuals, companies, and foundations in their grantgiving policies, as well as the particular constraints and opportunities that donors face in managing their budget, resources, investments, taxation and risks.

Fundraising: This practical seminar concerns the creation of wealth and funding for the non-profit organization and for the arts sector. Networking and the media are given particular attention. The course gives practical and theoretical approaches to communicating sensitive and cultural information to diverse communities relying on sustainable practices targeted for both public and privileged arena. Other topics will include network building, definition of causes, political positioning and the management of private funding.

Lobbying (including theories, strategies and skills): This is a complex process which aims to influence policy-makers in their decisions. This influence can be exercised at European, national, regional and local level. At the European level, Brussels is the lobbying capital where more than 5,000 groups represent European, national and regional interests in different fields including culture, education, economy, environment, human rights, etc. This course will provide basic theoretical and practical training on what is required to develop a lobbying/advocacy strategy.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the basic concepts associated with philanthropy
Made a clear distinction between individual and corporate philanthropy
Be able to identify the key organizations, people and or sources that allow for further research
Understanding basic fundraising principles
Develop a strategic approach of fundraising
Activate the key leverages of operational fundraising
Be aware of emerging trends (donors & fundraisers)
Remember 6 theories of change with a particular focus on the Kingdon Model
Understand why these theories are crucial to policy change efforts
Remember and understand the main EU institutions and their functions
Demonstrate their memory and understanding of EU institutions and the different theories of change by interpreting and analysing a specific EU lobbying campaign

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Philanthropy</td>
<td>Introduction to philanthropy</td>
<td>Definitions</td>
</tr>
<tr>
<td>Session 2</td>
<td>Philanthropy</td>
<td>Philanthropy in action</td>
<td>Case studies</td>
</tr>
</tbody>
</table>
| Session 3 | Fundraising Principles | Background & international fundraising environment  
Basics: why do we raise funds? Who raises funds? The several types of grants/gifts to look for & main fundraising models  
The 10 basic rules of fundraising | Compulsory Reading |
|---|---|---|
| Session 4 | Strategic fundraising | The fundraising circle  
The Fundraising planning approach: step by step  
Preparing your Case for support  
Validate your strategy | Recommended reading: Achieving excellence in Fundraising – Hank Rosso |
| Session 5 | Operational Fundraising (part 1) | Focus on Capital campaigns  
Focus on Annual campaigns | Recommended reading: The Fundraising Planning - Schaff |
| Session 5 | Operational Fundraising (part 2) | New tech, new tools, new behavioural trends  
(incl. Bequests)  
Challenge one student project through the prism of fundraising | Compulsory reading  
Student chose one current team project to pitch in front of the class raising funds (the class playing the role of Admin Board or donators) |
| Session 7 | Introduction and brainstorming about the concept of lobbying | 20 Minutes – Advocacy is a political process by an individual or group which aims to influence public-policy and resource allocation decisions within political, economic, and social systems and institutions. Lobbying is an integral part of an advocacy strategy where a direct approach is made to policy makers in order to either obtain information that is not already in the public domain and/or directly influence the position of policy makers on a specific public policy | Watch the film Thank you for smoking directed by Jason Reitman and starring Aaron Eckhart |
| Session 8 | Presentation about 6 theories of Change with a particular focus on Kingdon Model | Understanding the necessary policy steps that allows different ideas to become laws does not tell us much about how to promote policy | Read the document Pathways for change and prepare a list of at least three questions to |
successfully nor why certain policies move forward and others do not. That is where theories come into play. Theories can help unlock the inner workings of the policymaking process to explain how and why a change may or may not occur.

discuss in class.

Session 9
Lobbying

Presentation of the EU institutions and their functions

Read Europe in 12 lessons in particular Chapter 4 – prepare a list of questions to ask during the session

Session 10
Lobbying

Presentation of a briefing on the Tobacco Products Directive - case study.
Understanding the concept of Stakeholders and their roles and positions during the revision of the Tobacco Products Directive

Based on a TPD briefing, students will have identify and discuss who were the key and different stakeholders

Read the following link http://europa.eu/rapid/press-release_MEMO-14-134_en.htm
And prepare questions to discuss during session

Search for definition of stakeholder

TEACHING & LEARNING METHODS

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exam</td>
<td>100%</td>
<td>All questions will be linked to material covered during sessions</td>
<td>3h (at the end of the semester)</td>
<td>Facts Comprehension Understanding Analysis</td>
</tr>
</tbody>
</table>

READINGS

COMPULSORY READINGS:
Visit the following websites: www.admical.org www.efc.be http://www.institute-of-fundraising.org.uk
Watch: Film Thank you for smoking directed by Jason Reitman and starring Aaron Eckhart.
Stachowiak Sarah. October 2013. PATHWAYS FOR CHANGE: 10 Theories to Inform Advocacy and Policy Change Efforts. ORS Impact

RECOMMENDED READINGS:

Can be uploaded on www.wealthmanagement.bnpparibas.com:
The BNP Paribas Individual Philanthropy Index by Forbes Insight.
Innovation and creation are two crucial elements for the understanding of IVA (innovation value assessment) or even the goodwill of an activity. The main objective of the course is to help the participants to see how they can contribute tomorrow to the development of the intangible assets of a company. FASHION – FOOD & DESIGN seem to be perfect sentences of markets where innovation and creation are in the core of the intangible assets strategy. Understanding the rules and the trends development can be helpful to manage the creative and innovation issues.

After having taken this course participants will be able to:

- Having a well panorama vision of FASHION – FOOD & DESIGN markets
- Explain how Luxury Industry is not the only way to develop CREATIVE BUSINESS
- How an Innovated and creative strategy can be built? And especially in an emergent country?

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FASHION – FOOD &amp; DESIGN</td>
<td>PANORAMA of those 3 markets</td>
<td>COMPULSORY READING</td>
</tr>
<tr>
<td>2</td>
<td>CREATIVE BUSINESS &amp; MARKET POSITIONNING</td>
<td>The Luxury Industry but not only …</td>
<td>COMPULSORY READING</td>
</tr>
<tr>
<td>3</td>
<td>CREATIVE BUSINESS &amp; THE EMERGENT COUNTRIES</td>
<td>Are Creativity and Innovation the only entry barriers?</td>
<td>COMPULSORY READING</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>WORKSHOP</td>
<td>Each group has to create a brand from a foreign country.</td>
<td>Case</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Workshop

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td>50%</td>
<td>Story Telling: Make a “CV MOOD BOARD”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Work 50%  Case Studies: Create a foreign brand mixing Fashion – Food & Design – for the French Market.

READINGS

COMPULSORY READING:
The UK – US – French "Elle Magazine" after the fashion weeks of sept-oct 2016
IDEAT MAGAZINE

RECOMMENDED READING:
JOURNAL DU TEXTILE
Heilbrunn Benoît. 2014. La Marque. Editions Que sais-je?
17_M2_LI_CBU_S1_CCO_CCS_1774: RESEARCH METHODS

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: ANNE E. WITTE

COURSE OBJECTIVES
Creative industries, creative people and business creativity require good critical thinking skills and analytical ability. This module explores value creation for the creative industries through exploratory research and a familiarity with consulting studies done for the creative economy (particularly music and film as examples). It covers concept formulation, data gathering and data analysis by way of surveys, desk and field research. Students are invited to engage with survey tools, model consulting reports and data generated research to gain expertise in a variety of approaches to enhancing value and problem-solving for the creative industries.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Use the language and concepts of the research cycle to formulate a research proposal
- Identify primary data resources for industry research
- Use Qualtrics software to conduct a survey and create valid data
- Present statistical information using graphic software
- Interpret and analyse critically statistical information
- Formulate a value added question

PREREQUISITES
Three years of general business courses or Bac + 3 Business Administration.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Basics</td>
<td>Key Research Concepts, Finding Data, Critical Thinking concepts</td>
<td>Supplementary on-line course materials</td>
</tr>
<tr>
<td>2</td>
<td>The Survey</td>
<td>Survey techniques &amp; Basic Statistics</td>
<td>Qualtrics survey tool is learned and applied; supplementary online refresher for statistics</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative Data and its analysis</td>
<td>Validity, Statistical Tests, Generating data formats</td>
<td>Survey results are analysed and interpreted;</td>
</tr>
<tr>
<td>4</td>
<td>Creative concepts and creativity of expressing them</td>
<td>Qualitative Research</td>
<td>Infographic assignment master project proposal with infographics</td>
</tr>
<tr>
<td>5</td>
<td>Finding a Value Added Idea</td>
<td>Feedback on proposals and infographics</td>
<td>supplementary online material</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures, student study cohorts, Socratic dialogue, reading and a substantial supplementary online course.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Questionnaire</td>
<td>33%</td>
<td></td>
<td></td>
<td>LO1, LO3</td>
</tr>
<tr>
<td>Survey Results and Data Analysis</td>
<td>33%</td>
<td></td>
<td></td>
<td>LO4, LO5</td>
</tr>
</tbody>
</table>
Creating value added ideas using infographics

34%

LO1, LO2, LO3, LO4, LO5

Exemplary or poor participation may lead to bonus or penalties.

RECOMMENDED READINGS:
17_M2_LI_CBU_S1_SEM_CCS_3969: BUSINESS ETHICS

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: ROBERT TROCMÉ

COURSE OBJECTIVES
To teach students how to better frame ethical issues related to business and the economy, and to become more aware of the philosophical questions which underlie individual and collective decisions. To allow students to learn about the practical implementation of ethical standards in business by participating to the Lille World Forum (forum for a responsible and sustainable economy).

LEARNING OUTCOMES
After having taken this course participants will be able to:
- better frame ethical issues related to business and the economy, especially issues concerning the domain of specialization of each MSc program.
- be more aware of the philosophical questions which underlie individual and collective decisions. The aim of the course is not to provide precise answers to specific questions.

PREREQUISITES
The only important prerequisite is intellectual honesty, i.e. the willingness to be led where the arguments lead you, even if you feel uncomfortable with the conclusions. Discomfort should sharpen our critical reflection, but not prevent us from thinking. The underlying optimistic assumption is that an interest for more fundamental questions is not incompatible with being an efficient executive or manager.

COURSE CONTENT
The course content is adapted to each MSc and is taught by experts in ethical issues concerning each domain of specialization. The lecturers will choose topics that are relevant to the future professional career of the students. Relevance is understood in a broad sense. Some of them will start from a more abstract discussion and spell out important implications for our ethical understanding of management issues. Others will rather opt for case studies in a much more applied perspective, in order to reveal the underlying ethical questions. The seminar is organized in October during the week in which the Lille World Forum takes place. EDHEC Business School as partner of this Forum gives the opportunity to all the MSc students to be invited and to assist to one of the workshops of the Forum.

TEACHING & LEARNING METHODS
The seminar consists of lectures, presentations and discussions of compulsory readings. Although the groups are rather big, some interaction is welcome and will be provoked.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual written assignment</td>
<td>50%</td>
<td>The subject of the assignment will be posted on blackboard.</td>
<td>Students will have one week to submit their work on blackboard.</td>
<td></td>
</tr>
</tbody>
</table>
READINGS
Compulsory and recommended readings will be posted on Blackboard.
17_M2_LI_CBU_S1_CCO_CCS_4902: COACHING IN PROJECT MANAGEMENT

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 0 ECTS

COURSE COORDINATOR: FLORENT LY-MACHABERT

COURSE OBJECTIVES

Provide students with the methods and problem-solving modes best adapted to beginning any project work. Allow students to apply their management learning to real cases where they carry out a project belonging to the Creative Economy and/or the Social Innovation fields, either for a dedicated patron (La Condition Publique in Roubaix or the Initiatives & Cité Cluster in Lille) or to fulfil a personal initiative in the aforementioned fields. Encourage the empowerment of students in the practical implementation of the process of knowledge management of creative and/or social projects.

LEARNING OUTCOMES

After having taken this course and the combined training sessions, participants will be able to:
- outline the steps within any process of management
- anticipate the desired results & communicate those results
- follow through with contingency plans
- analyse the whole process of project management and improve it in the future

PREREQUISITES

None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT &amp; METHODS</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Sept.)</td>
<td>Theoretical insights in project management</td>
<td>Background information and practical tools</td>
<td>Suggested reading</td>
</tr>
<tr>
<td>2 (Oct.)</td>
<td>Validation workshop on the roadmap</td>
<td>1st training session per group (classroom session)</td>
<td>Project Scope Statement</td>
</tr>
<tr>
<td>3 (Nov./Dec.)</td>
<td>&quot;E-follow-up&quot; of the project progress</td>
<td>2nd training session per group (by email, including patrons)</td>
<td></td>
</tr>
<tr>
<td>4 (Jan.)</td>
<td>Managerial assessment of the ongoing process of project tracking</td>
<td></td>
<td>Written report Oral reporting</td>
</tr>
<tr>
<td>5 (Feb./Mar.)</td>
<td>Recommendations workshop</td>
<td>3rd training session per group (classroom session)</td>
<td></td>
</tr>
<tr>
<td>6 (Apr.)</td>
<td>Assessment of the conclusions and recommendations</td>
<td></td>
<td>Oral defense</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS

Multimedia lectures, training sessions, readings.
ASSESSMENT METHODS
The MSc Group Project assessment will be included to the ‘Creative Economy & Innovative Business 2’ course assessment and will represent 50% of the course final grade.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>%</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process of project tracking</td>
<td>25</td>
<td>Practical case with a professional patron or personal project.</td>
<td>Sessions 1 to 6</td>
</tr>
<tr>
<td>Managerial written report</td>
<td>25</td>
<td></td>
<td>Session 4</td>
</tr>
<tr>
<td>Oral reporting of managerial process</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final oral defense</td>
<td>25</td>
<td></td>
<td>Session 6</td>
</tr>
</tbody>
</table>

READINGS
RECOMMENDED READINGS:

17_BM_LI_BM_S1_CCO_CCS_4499: SOCIO-CULTURAL FRANCE

NUMBER OF HOURS: 30
SEMESTER 1
INTERNATIONAL PROGRAMME - 7 ECTS
COURSE COORDINATOR: THIERRY PAULMIER

COURSE OBJECTIVES
To take a panoramic view of the socio-cultural complexity of the environments in which French business takes place
To use an historical perspective when evaluating French industrial, retail, service and high tech businesses
To draw links between educational and political ideals and the orientation of French consumer and strategic behaviours

LEARNING OUTCOMES
After having taken this course participants will be able to:
Recognize and speak knowledgeably about contemporary France - its famous politicians, its social structure and its business dynamics
Speak, write and conduct research critically on the corporate sector in France
Name, describe and analyze the top companies and firms of French contemporary business
Identify the historical events that explain contemporary French business, niche markets, and sectors of excellence including luxury, military equipment, retail and food
Develop a critical perspective on the political philosophies that have influenced France.

PREREQUISITES
Three years of general business courses or Bac + 3 Business Administration.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC &amp; CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The History of an old Nation: From the baptism of Clovis (AD 496) to the Fifth Republic (AD 1958-today)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Geography and Demography of France: its regions and its people</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Arts in France (architecture, painting, sculpture, music, theatre)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The French way of life: language, food, fashion, humour, love and religion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The French Literature: From Chrétien de Troyes to Jean-Paul Sartre</td>
<td></td>
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<tr>
<td>6</td>
<td>The French Philosophy: From Michel Montaigne to René Girard</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The French political system: Institutions, parties, ideologies, elites, intellectuals, elections</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The French Economy: Sectors of excellence, current challenges, future opportunities</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The French at work: labour rights, trade unions, labour strikes and demonstrations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The French management style</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures, study cohorts, Socratic dialogue, reading.

ASSESSMENT METHODS
### ASSESSMENT

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Reading Assignments</td>
<td>30%</td>
<td>group oral presentations and participation based on reading assignments and course presentations</td>
<td>In class</td>
<td>LO3, LO4</td>
</tr>
<tr>
<td>Group oral presentations</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final written exam (2h)</td>
<td>40%</td>
<td>Combination of facts and figures questions with short style essays</td>
<td>At the end of the term</td>
<td>LO1, LO2</td>
</tr>
</tbody>
</table>

### READINGS

# OBJECTIFS DU COURS
Acquérir un niveau intermédiaire à expérimenté en langue française tels que définis par le CECRL.
Comprendre et s’exprimer dans les situations courantes de la vie sociale et professionnelle.

# OBJECTIFS D'APPRENTISSAGE
A l’issue de ce cours, l’étudiant sera capable de :
- Maîtriser les actes de communication quotidienne dans un contexte professionnel.
- Présenter l’entreprise, son organisation, son activité, son marché, sa politique commerciale ainsi que sa situation financière, ses résultats ; exprimer des quantités, indiquer l’évolution, faire des comparaisons, interpréter et commenter des tableaux, des graphiques.
- Parler du cadre et des conditions de travail : le poste de travail, les horaires, les salaires, les congés, les relations avec les collègues, etc.
- Rechercher un emploi, un stage : lire/rédiger une petite annonce, un CV, une lettre de candidature, mener/passer un entretien d’embauche.
- Connaître les principaux acteurs socio-économiques du monde du travail en France.
- Découvrir les principales institutions et personnages-clés de la vie politique française et comprendre les relations entre ces institutions.
- Acquérir les notions de base pour comprendre la vie sociale en France, les nouvelles tendances et les défis qui attendent le monde du travail en France et dans le monde.

# PRE-REQUIS
Niveau A1 à B2 du CECRL : le contenu des cours est décliné en différents groupes de niveaux.

# CONTENU DU COURS

<table>
<thead>
<tr>
<th>SEMAINE</th>
<th>SUJET</th>
<th>CONTENU</th>
<th>TRAVAIL PRÉPARATOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprendre le monde du travail en France</td>
<td>Notions d’interculturalité dans les pratiques professionnelles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caractéristiques des entreprises en France</td>
<td>Le monde de l’entreprise - organigramme, forme juridique, chiffres clés…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Se positionner dans l’entreprise</td>
<td>Organigramme, fonctions et tâches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Se présenter</td>
<td>Décrire un parcours professionnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale 1</td>
<td>La réunion de travail.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale 2</td>
<td>Présenter un projet, un produit, un programme et présenter des faits hypothétiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Préparation à la recherche d’un stage</td>
<td>La recherche d’un emploi : le CV, la lettre de motivation et l’entretien d’embauche</td>
<td></td>
</tr>
</tbody>
</table>
Étre salarié dans une entreprise française | Les conditions de travail : horaires, salaires, contrats, formations, congés…
---|---
Les documents de travail | Faire un compte-rendu, faire des propositions, convaincre
Interactions entreprise / environnement | L'environnement économique : partenaires, réseaux, institutions
Communication | La communication interne et externe.

**METHODES PEDAGOGIQUES**

Pédagogie de la tâche, telle que définie par le CECRL.
Documents authentiques extraits de publications grand public ou spécialisées, sites web
Documents multimédias disponibles sur le site [https://pro2fle.wordpress.com/](https://pro2fle.wordpress.com/)
Activités issues de la méthode Objectif Express (Hachette FLE).
Approche inductive de la grammaire (exemples en situation puis identification et théorisation par l’apprenant)
Exercices en situation : jeux de rôles plus ou moins dirigés, débats, simulations de réunions.
Alternance de travail individuel et travail en groupe.

**METHODES D’ÉVALUATION**

Par semestre :

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>% DE LA NOTE FINALE</th>
<th>DETAILS</th>
<th>DURÉE</th>
<th>OBJECTIFS D’APPRENTISSAGE ÉVALUÉ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examen partiel</td>
<td>40%</td>
<td>Ecrit</td>
<td>Présentation orale</td>
<td>Grammaire et compétences de communication</td>
</tr>
<tr>
<td>Examen final</td>
<td>40%</td>
<td>Ecrit et oral</td>
<td></td>
<td>Lecture, écriture, oral</td>
</tr>
<tr>
<td>Participation en classe</td>
<td>20%</td>
<td></td>
<td></td>
<td>Présence et participation</td>
</tr>
</tbody>
</table>

L’examen partiel et final ont lieu pendant la période de cours.

**LECTURES**

- [http://www.lesechos.fr](http://www.lesechos.fr)
- [http://www.lejournaldunet.com](http://www.lejournaldunet.com)
It is more and more commonly believed that the time has come to work together to find innovative solutions to the growing complexity of our society. That is why social innovation is developing worldwide.

This course aims at exploring the new strategies, ideas and organisations meeting social needs of all kinds (working conditions, education, health, etc.), while at the same time extending and stepping up civil society.

In the world of business, social innovation blooms into social entrepreneurship, a growing trend in the current study of management.

This course will help understanding the main trends of the emerging field of social entrepreneurship as well as giving students the tools needed to build a meaningful career.

Lessons will be built on two main objectives: (1) giving students a great outlook of what social entrepreneurship is really about (2) make them work (group projects) on a concrete social venture (i.e. they will follow every steps of a well-tried method to start a social enterprise).

In other words, lessons will be structured around ((1) specific sessions (taught from the latest business cases in the field) and will provide a clear framework (2) to support students with the development of (group) projects (i.e. a concrete toolkit to start a social enterprise).

After having taken this course, participants will be able to:
Understand the economic and sociological background of the concept of social innovation
Draw common boundaries between social innovation, sustainable development, philanthropy
Understand strategic issues of social innovation and its international current eco-system
Understand and experiment the key ingredients to pass from social innovation ideas to concrete social innovation activities
Manage the key elements of a socially innovative business model, including finance (impact investing) and assessment (social impact assessment)
Decrypt the various perspectives and limits of social innovation & social business

Basic knowledge in entrepreneurship. Intellectual curiosity for new business models.
## COURSE CONTENT

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introducing social innovation</td>
<td>Introduction to social innovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Theory of change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The spectrum of social innovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Key networks</td>
<td></td>
</tr>
<tr>
<td>2 The boundaries of social innovation</td>
<td>The trends driving social innovation</td>
<td>Introduction to the transversal</td>
</tr>
<tr>
<td></td>
<td>+ Introduction to social business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ differences with CSR</td>
<td></td>
</tr>
<tr>
<td>3 Social business in practice</td>
<td>Case study</td>
<td>Academic articles to read and Case:</td>
</tr>
<tr>
<td>4 Social business in practice</td>
<td>Case study</td>
<td>Case: Nuru</td>
</tr>
<tr>
<td>5 Social business in practice</td>
<td>Case study</td>
<td>Case: Mobile Money</td>
</tr>
<tr>
<td>6 Finance &amp; impact investing</td>
<td>Introduction to impact investing</td>
<td>Corporate finance basics</td>
</tr>
<tr>
<td></td>
<td>+ reminders about corporate finance</td>
<td></td>
</tr>
<tr>
<td>7 Impact investing in practice</td>
<td>Impact investing applied to the transversal case</td>
<td></td>
</tr>
<tr>
<td>8 From ideation to the pitch</td>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>9 From ideation to the pitch</td>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>10 From ideation to the pitch</td>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>11 From ideation to the pitch: let's practice</td>
<td>From ideation to the pitch: applied to the transversal case</td>
<td></td>
</tr>
<tr>
<td>12 Concepts and theories</td>
<td>Key theories in social innovation</td>
<td>Academic articles to read and</td>
</tr>
<tr>
<td>13 Social impact assessment</td>
<td>Introduction to social impact assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Social impact assessment applied to the transversal case</td>
<td></td>
</tr>
<tr>
<td>14 Social business in practice</td>
<td>Group presentations of the transversal case &amp; jury</td>
<td>Transversal case: final work</td>
</tr>
</tbody>
</table>

## TEACHING & LEARNING METHODS

Multimedia lectures, class discussion, meeting with professionals of social innovation, readings, case studies, group projects.
ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>30% Including punctuality, focus and commitment</td>
<td>Continuous assessment</td>
<td></td>
</tr>
<tr>
<td>Academic articles</td>
<td>20% An introduction to scientific readings</td>
<td>Sessions 3 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group project</td>
<td>50% A transversal case will be submitted at the beginning of the course. Groups of students will apply every outcome of the course to their case</td>
<td>Pitch presentation during 14 Each group will be asked to write a full report to be sent 2 weeks after the end of the seminar.</td>
<td></td>
</tr>
</tbody>
</table>

READINGS

COMPULSORY READINGS:

RECOMMENDED READINGS:
Bensal, Rashmi. 2011. *I have a dream*. Westland.
COURSE OBJECTIVES
Public policies and state aid are strong in the arts and cultural sector in France as in many other European countries. The business model of many organizations has taken into account such a legal and financial environment. Yet, the combined effect of new theoretical approaches and increased pressure on public spending have induced dramatic changes in both the political framework and the means of national and local governments. Therefore, management of arts and cultural organizations requires understanding such evolutions and implementing adequate response to meet the challenges ahead. It also requires combining and reconciling different operational objectives.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the role of national and local governments in the cultural sector and the issues at stake due to recent evolutions.
Refer to various examples of strategies implemented by cultural organizations in the public sector
Combine theoretical and practical concepts in order to define and implement original strategies in the service of organizations evolving in a complex environment.

PREREQUISITES
ARTS MANAGEMENT AND PUBLIC POLICIES 1

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Innovative approaches to cultural outreach programs</td>
<td>Labo des Histoires</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Creativity and economic development</td>
<td>Visit of Plaine Images and Pictanovo</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creativity and economic development</td>
<td>Visite au Maisons de Mode and Lille Design</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Private funding</td>
<td>LaM Museum</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Culture and social innovation</td>
<td>Artevia</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Multimedia lectures, class discussion, reading.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Examen</td>
<td>75%</td>
<td>1h30</td>
<td>At the end of the semester</td>
<td></td>
</tr>
</tbody>
</table>

READINGS
Compulsory and recommended readings will be provided before the course begins.
COURSE OBJECTIVES
MICROFINANCE
The course introduces Access to Finance, Financial Inclusion and Microfinance as key concepts for sustainable social and economic development. Financial services must be available to every citizen as part of a basic range of services. National policies must prioritise this piece of infrastructure to ensure equal opportunity among citizens and optimise economic development capability.
The objective of the course is to introduce the concept and their importance in the framework of development aid, both on the economic side for enterprise creation and growth, but also on the personal and social side (access to savings and insurance services, to fair credit, etc.)

VALUES-BASED BANKING
This part of the course is an introduction to values-based banking. What is it? How different are values-based banks?

ART MARKET
Today’s art market has expanded into a global and complex industry. The rise in art prices has made the art market more attractive than ever to investors and rendered it necessary for future professionals in the industry to understand: the opportunities for new business models and players within the market, the geographical development of the market within emerging markets, and the growing use of art as an investment and a tool for portfolio diversification. The focus of this part of the course will be on the more speculative contemporary art market and will enable the student interested in a career in the art world to better grasp the opportunities at hand.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the new concepts and business models introduced from the angles of development aid and also in a social business/Values-based banking/CSR perspective
Understand the differences or links between mainstream banking and microfinance/value-based banking
Apply this understanding to their work in social/developmental projects
Incorporate the Financial Inclusion angle in their work on development aid
Incorporate the values-based approach into all business ventures
Comprehend the globalization process of the art market over the past two decades
Understand the different actors and sub-industries within the art market
Apprehend the fundamentals of how art as an asset has become an significant source of investment

PREREQUISITES
None

COURSE CONTENT
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Introduction to</td>
<td>History, evolution, concepts</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Microfinance : Review of background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Case Study : Group exercise on real case</td>
<td>Presentation, analysis and restitution of a real case</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Links &amp; resources</td>
<td>Linking with other development sectors/approaches, introducing resources</td>
<td>None</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Introduction to values-based banking</td>
<td>Background: The 2008 crisis and “overfinanciarisation” of the economy. What should a bank be doing? What are we talking about? (theory)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>How different are values-based banks?</td>
<td>(Practice) Exercises + case study</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Solidarity-based finance and impact investing</td>
<td>Role-play or live session with interview of a VBB abroad</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Art market</td>
<td>The art market's international development New and emerging markets</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Map of the art market</td>
<td>The art market’s private and public structures and institutions New business models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art as an investment</td>
<td>The fundamentals: Art as collateral (secured transactions) Art as a portfolio diversification tool Art investment funds</td>
<td></td>
</tr>
</tbody>
</table>

### TEACHING & LEARNING METHODS
In class: Lectures and class discussions. For class preparation: readings mostly.

### READINGS
**COMPULSORY READINGS:**
What is Microfinance, on the Microfinance Gateway: [http://www.microfinancegateway.org/p/site/m/template.rc/1.26.12263/](http://www.microfinancegateway.org/p/site/m/template.rc/1.26.12263/)

**RECOMMENDED READINGS:**
Browse the Microfinance Gateway: [http://www.microfinancegateway.org/p/site/m/home/](http://www.microfinancegateway.org/p/site/m/home/)

17_M2_LI_CBU_S2_CCO_CCS_751: CREATIVE ENTREPRENEURSHIP DEVELOPMENT MODEL

NUMBER OF HOURS: 15

SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: VALENTIN FLUTEAU

COURSE OBJECTIVES
Creative companies, whose goal is to sell content they produce (entertainment, publishing etc.) are the most human-based ones, which makes them difficult to manage high uncertainty, and generate a sustainable competitive advantage. Through a simple model, which concentrates on the “talent” of the company, students will be able to develop a critical analysis of content-based businesses, and therefore develop a sharp and agile business plan.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the mindset of a “creative entrepreneur”.
Generate a critical analysis of a creative business.
Provide relevant recommendations and/or develop an agile business plan.
Be agile during the execution of a project (rapid prototyping, “plan and replan”…)

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Creative Entrepreneurship</td>
<td>Introduction the Talent-Based Entrepreneurship Model</td>
<td>Readings</td>
</tr>
<tr>
<td>2</td>
<td>Business Value Identification</td>
<td>Which exclusivity do you bring to your customers?</td>
<td>Case Preparation</td>
</tr>
<tr>
<td>3</td>
<td>Business Talent Generation</td>
<td>How do you keep your competitive advantage over time?</td>
<td>Case Preparation</td>
</tr>
<tr>
<td>4</td>
<td>Business Model Generation</td>
<td>How do you make money out of your business?</td>
<td>Case Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Conclusion &amp; Practical Examples</td>
<td>Presentations of content-based businesses.</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
It is based on test-and-learn (it is the goal of weekly cases), in order to apply methods immediately to real-life cases.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>30%</td>
<td>A 1-page paper to prototype their presentation.</td>
<td>2nd, 3rd &amp; 4th sessions</td>
<td>LO2, LO3</td>
</tr>
<tr>
<td>Presentation</td>
<td>30%</td>
<td>A 5’ presentation to present a creative business.</td>
<td>5th session</td>
<td>LO1, LO2, LO4</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Quizzes + Case about the model.</td>
<td>At the end of the semester</td>
<td>LO2, LO4</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------</td>
<td>---------------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>

## READINGS

**RECOMMENDED READINGS:**

COURSE OBJECTIVES
The purpose is to have students able to understand and discuss the interactions between human rights standards and transnational companies’ activities and goals, in a globalized context. The course presents and discusses the contemporary debates, within political philosophy, on the nature of human rights and on global justice. Then, we will turn to the specific responsibilities of political institutions, non-governmental organizations and multinational companies, particularly those related to specific sectors like the entertainment industry, publishing, and art. Finally, the focus will be on implementation problems and ongoing political and diplomatic tension in the current institutional setting (6h with Jean-Pierre Dubois).

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Give an overview of the main philosophical puzzles and arguments concerning the foundations of human rights and global justice.
- Describe and evaluate the role and responsibility of NGOs and multinational companies with respect to Human Rights.
- Use basic knowledge about the international historical trends in human rights
- Understand and evaluate present challenges and dynamics about human rights
- Build a realistic approach of companies facing human rights on a global scale

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Historical approach of human rights’ evolution</td>
<td>Trends, changes, challenges (Lecture by Jean-Pierre Dubois)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Companies facing human rights</td>
<td>Promoting human rights: responsibilities, commitments, strategies (Jean-Pierre Dubois)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Moral universalism and human rights</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The nature of human tights</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Challenges for the sector of creative business broadly defined</td>
<td>Reading</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures and discussions.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100%</td>
<td></td>
<td>1h30</td>
<td>all</td>
</tr>
</tbody>
</table>
READINGS

COMPULSORY READINGS:
UN files about “Global compact” and the “Millenium goals”.

RECOMMENDED READINGS:

For students who are able to read in French:
17_M2_LI_CBU_S2_CCO_CCS_3974: MANAGEMENT OF CHARITABLE ORGANISATIONS
NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: FRÉDÉRIC ULLMANN

COURSE OBJECTIVES
Understand solidarity and Non-Profit Organizations through international cooperation, humanitarian action, and development policies in terms of structures, management, communication, governance, to keep on following the complexity of global evolution (history, professionalism, operational set up, new counterparts...).

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the basic concepts associated with sustainability, solidarity and non-profit organizations.
Have completed a sequence of learning activities that familiarize with field realities and applications.
Be able to identify keys organisations (NGO’s, International Organizations as UN, WB, IMF, OECD, WTO, ICRC, etc).
Be able to identify and understand the main indicators (HDI, ODA, etc).
Demonstrate the ability to combine theoretical and practical concepts in the service of organizations requiring operational skills in the field.

PREREQUISITES
Introductory level in Economics, Sociology, Political Science helpful and a deep interest on the state of the world.
To be aware of current events (2013/14: Sirya, South Soudan, Mali, Central African Republic etc).

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (3h)</td>
<td>What do we mean by Humanitarian?</td>
<td>Historical outlook, the birth of modern humanitarism: evolution and contradictions.</td>
<td></td>
</tr>
<tr>
<td>3 (3h)</td>
<td>Global context of international solidarity</td>
<td>Wealth repartition, Human Development Index (HDI, GDI), Official Development Aid (ODA), States, Bilateral and Multilateral Cooperation, role of NGO’s, Foundation, International Organisations (UN, IMF, WB, WHO etc), Private sector.</td>
<td></td>
</tr>
<tr>
<td>4 (3h)</td>
<td>UN Millennium Development Goals, MDG’s</td>
<td>Study of the 8 goals, success and lacks</td>
<td></td>
</tr>
<tr>
<td>5 (3h)</td>
<td>Evolution and problematic of humanitarian and development assistance.</td>
<td>Why NGO’s and International Organisations should remain flexible, creative and innovative?</td>
<td></td>
</tr>
</tbody>
</table>

The course content is evolving every year sticking with the evolution and change of political, social and economical international situation.

TEACHING & LEARNING METHODS
Multimedia lectures, class discussion, play of role, reading, case studies.
## ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>100%</td>
<td>Individual and group work: regular attendance, participation, group presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## RECOMMENDED READINGS:

**COURSE OBJECTIVES**

To respond proactively to the growing importance of social enterprises, creative industry and civil society organizations in the global economy, and to the importance for founders, managers and actors of the creative industry and the social sector entities to master skills in dealing with the media, including social media. This course endeavours to:

- help students understand the role and function of media in the creative industry and not-for-profit/social sector
- give them tools enabling them to approach media organizations and react to media requests effectively.

**LEARNING OUTCOMES**

After having taken this course participants will be able to:

- Approach media planning with a thorough grasp of the media/social media landscape and the networking tools needed to navigate it.
- Build a media plan for an actual organization in the social sector.
- Understand media online strategy

**PREREQUISITES**

Introductory level Communications and Sociology helpful

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| 1 & 2 | Getting to know the media | Introduction to various forms of media  
Print, Radio, TV, Web media, social networks: analogies and differences  
Media pace of work, hard news and features  
Journalists: staff or freelance  
Costs of journalism  
Press relations services  
Various methods to contact media | Research for short group presentations in class on particular topics or organization  
Exercises in class |
| 3 | How to attract media and journalists | Storytelling, buzz and relationships  
Storytelling methods  
Creating a buzz  
Going viral  
follow up stories and relationships | Research for short group presentations in class on particular topics or organization  
Exercises in class |
| 4 | Media & NGOs | Rationales and methods of interaction between media and NGOs both locally or internationally  
NGOs  
NGOs specialized in Media  
Going local or international  
Conflict zones  
Mutual impact  
Advocacy | Research for small group presentations of NGOs  
Case studies and exercises |
### Rationales and methods of interaction between media and cultural organizations

- Cultural sector
- Cultural media & journalists
- The “people” and the “buzz”
- Mutual benefits

### Developing a media plan for a real-life nonprofit.

- Target audience
- Media objectives
- Strategy and frequency
- Cost
- Impact
- Fund raising
- Reaching nonprofit goals
- Shaping international public opinion
- Follow up

### Dos and Don’ts of media planning

### Visiting professors

- Cirque du Soleil
- HEC Montréal
- International New York Times

### Teaching & Learning Methods

Multimedia lectures, class discussion, group work, presentations, case studies

### Assessment Methods

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of Total Mark</th>
<th>Details</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
<td>In-class discussions and team projects</td>
<td>Throughout</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>25%</td>
<td>Presentations in small groups</td>
<td>Throughout</td>
</tr>
<tr>
<td>Media plans</td>
<td>25%</td>
<td>Case studies and in class Media plans</td>
<td>Throughout</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Personal media plan</td>
<td>At the end of the course</td>
</tr>
</tbody>
</table>

### Readings

To be posted on Blackboard
17_M2_LI_CBU_S2_CCO_CCS_3973: CREATIVE ECONOMY & INNOVATIVE BUSINESSES 2

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: LAURENT SIMON

COURSE OBJECTIVES
This course aims at developing an historical, conceptual and empirical synthesis on the “creative economy” through its emergence, expansions, and disruptions. It discusses the effects of the creative economy on the identities, strategies, values-models, structures, and processes of creative and innovative organizations. It introduces three main analytical frameworks:
The creative “knowledge-ideas-values” chain
The creative and innovative organizations as “creative powerhouses”
The “Upperground-Middleground-Underground” spatial and cognitive structure of creative ecosystems
Creative leadership and managerial capabilities

LEARNING OUTCOMES
After having taken this course, participants will be able to:
Describe and analyse the creative economy as an ever-evolving concept and discuss its economic, strategic, and managerial impacts for organizations.
Describe and analyse the dynamics of creative and innovative organizations through the lens of the knowledge- ideas-values chain
Describe and analyse creative and innovative organizations in the context of their respective creative ecosystems, value-networks, and territories.
Describe and analyse the individual managerial capabilities required to thrive in the creative economy

PREREQUISITES
Creative Economy and Innovative Businesses 1

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The creative economy as context</td>
<td>Multiple perspectives on the creative economy, main trends and impacts on organizations.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The dynamics of ideas for innovation</td>
<td>Analysis of creative and innovative work as the sequential processing of knowledge into ideas and values.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Towards the Creative</td>
<td>Putting back processes in organizational contexts and dynamics, conceptual analysis and empirical discussion of best practices.</td>
<td>Compulsory reading 1</td>
</tr>
<tr>
<td>4</td>
<td>Creative territories and ecosystems</td>
<td>Reconnecting creative and innovative organizations to their creative ecosystems and reconsidering creativity through the lens of the dynamic co-creation of identities and values.</td>
<td>Compulsory reading 2</td>
</tr>
<tr>
<td>5</td>
<td>Synthesis and discussion</td>
<td>Creative leadership and managerial capabilities</td>
<td>Compulsory reading 3</td>
</tr>
</tbody>
</table>
TEACHING & LEARNING METHODS

Formal lectures, class discussions and debates, readings, case studies (Ubisoft Montreal and Montreal video-games cluster, Cirque du soleil and Cité des arts du cirque, Ferran Adria and El Bulli, Radio-Canada and Tou.TV, ONF/NFB, Société des Arts Technologiques, Pharrell Williams, La Fabrique de l’hospitalité, …).

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Percentage</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory assessment</td>
<td>10%</td>
<td>Individual report (5 pages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc. Group Project</td>
<td>50%</td>
<td>cf. Coaching in project management syllabus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

READINGS

COMPULSORY READINGS:

Compulsory and recommended readings will be provided before the course begins.


**COURSE OBJECTIVES**

Provide students with the methods and problem-solving modes best adapted to beginning any project work.

Allow students to apply their management learning to real cases where they carry out a project belonging to the Creative Economy and/or the Social Innovation fields, either for a dedicated patron (La Condition Publique in Roubaix or the Initiatives & Cité Cluster in Lille) or to fulfil a personal initiative in the aforementioned fields.

Encourage the empowerment of students in the practical implementation of the process of knowledge management of creative and/or social projects.

**LEARNING OUTCOMES**

After having taken this course and the combined training sessions, participants will be able to:

- outline the steps within any process of management
- anticipate the desired results & communicate those results
- follow through with contingency plans
- analyse the whole process of project management and improve it in the future

**PREREQUISITES**

None

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT &amp; METHODS</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (September)</td>
<td>Theoretical insights in project management</td>
<td>Background information and practical tools</td>
<td>Suggested reading</td>
</tr>
<tr>
<td>2 (October)</td>
<td>Validation workshop on the roadmap</td>
<td>1st training session per group (classroom session)</td>
<td>Project Scope Statement</td>
</tr>
<tr>
<td>3 (Nov. / Dec.)</td>
<td>“E-follow-up” of the project progress</td>
<td>2nd training session per group (by email, including patrons)</td>
<td>-</td>
</tr>
<tr>
<td>4 (January)</td>
<td>Managerial assessment of the ongoing process of project tracking</td>
<td>-</td>
<td>Written report Oral reporting</td>
</tr>
<tr>
<td>5 (Feb./Mar.)</td>
<td>Recommendations workshop</td>
<td>3rd training session per group (classroom session)</td>
<td>-</td>
</tr>
<tr>
<td>6 (April)</td>
<td>Assessment of the conclusions and recommendations</td>
<td>-</td>
<td>Oral defense</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**

Multimedia lectures, training sessions, readings.

**ASSESSMENT METHODS**

The MSc. Group Project assessment will be included to the ‘Creative Economy & Innovative Business 2’ course assessment and will represent 50% of the course final grade.
**ASSESSMENT** | **%** | **DETAILS** | **SCHEDULE**
---|---|---|---
Process of project tracking | 25 | Practical case with a professional patron or personal project. | Sessions 1 to 6
Managerial written report | 25 | | Session 4
Oral reporting of managerial process | 25 | | 
Final oral defense | 25 | | Session 6

**READINGS**

RECOMMENDED READINGS:
Family-owned and -run businesses dominate in most economies. According to latest figures, around 83 percent of French businesses are family businesses. Similarly, worldwide family businesses account for around 70 to 90 percent of all businesses. In the US, family businesses constitute 85 percent of private sector employment and one-third of the S&P 500. The probability is high that many students will pursue careers in or with family businesses. Jobs in investment banking, wealth management, consulting and management all relate to some extent to family businesses. However, few understand this special type of business as family firms (both private and publicly-traded) face unique challenges. These difficulties are primarily related to the interaction of family, management and ownership - particularly where the family wishes to preserve its influence and control from generation to generation. Goal of the course is therefore to familiarize students with the notion of a family business and its challenges, as well as to provide more specific exposure to family firms in France and worldwide.

LEARNING OUTCOMES

The learning objective of the course is to:

- Learn and raise awareness why a family firm is a distinctive form of organization
- Increase students’ understanding of family firms and their role in the economy
- Increase the awareness of the major issues and problems of family businesses as well as to develop ideas how these challenges can be solved to improve family business performance
- Improve students’ team building and business case writing skills
- Develop skills related to data gathering, as well as critical and analytical thinking
- Enhance students’ future entrepreneurial and managerial capabilities in a family business context

PREREQUISITES

Basic understanding of the fundamental theories in management as taught in the introductory courses in management, such as agency theory, resource-based view, stewardship theory, etc.

COURSE CONTENT

The following outline is only tentative and can be changed. Reason is that there might be some high-profile guest-speakers from Family Businesses and/or Consultants coming to our class. Due to their busy schedules we need to stay flexible and adjust to them. Please check blackboard regularly and pay attention to in-class announcements which I will make in due time. Presence during guest speaker-events is mandatory.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Introduction to the topic of Family Business</td>
<td>Course introduction, Definition and a Characteristics of a Family Business, Economic Relevance of Family Firms, Overview on Advantages and Disadvantages of Family Businesses, Examples of Specific Challenges</td>
</tr>
<tr>
<td>S2</td>
<td>Family Businesses as Dynamic Systems</td>
<td>Family Businesses as Systems, Ownership/Family/Business, Identity, Attachment, Cohesion, Emotions</td>
</tr>
<tr>
<td>S3</td>
<td>Succession</td>
<td>Management and Ownership Succession, Planning for the Transfer of Power, Specific Challenges and Problems in the Succession Process</td>
</tr>
<tr>
<td>S4</td>
<td>Innovation, Continuous Entrepreneurship</td>
<td>Preservation of Entrepreneurship and Innovation over Generations</td>
</tr>
<tr>
<td>S5</td>
<td>Entrepreneurial Legacy</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning and Non-Family Managers/Employees, Financial Considerations, Performance, and Valuation of the Family Business</td>
<td>Integration of Non-family Members into the Family Business, Creating Commitment, Justice Perceptions, Performance studies, Financial and Emotional Value, Socio-emotional Wealth</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>S6</td>
<td>Corporate Governance and Professionalization in Family Businesses</td>
<td>Effectiveness of boards, Designing of Family Governance, Family Council, Family Assembly, Family Constitution, Prevention of Conflicts between Family Members, Independent Directors in Family Firms</td>
</tr>
<tr>
<td>S7</td>
<td>Case study presentations</td>
<td>Presentations and discussion of student groups’ work on the case study</td>
</tr>
<tr>
<td>S8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TEACHING & LEARNING METHODS

Lectures, demonstrations by videos, guest speakers and live case teaching methods (tentative), Socratic dialogue, reading, case-based discussions, and group exercises.

### ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>30%</td>
<td>Includes preparation, reading and repetition of course materials (Will be checked in class), presentations, and individual participation in class</td>
<td>During the course and guest speaker events (tentative)</td>
<td>all</td>
</tr>
<tr>
<td>Final project</td>
<td>70%</td>
<td>Final project: Developing a case study of a family business</td>
<td>End of course</td>
<td>all</td>
</tr>
</tbody>
</table>

As the final project, students will work in teams and develop a case on a family business of their choice. They will research information on the family and the business, either by public sources (see below) or by means of data collection and interviews. The cases should revolve and describe a specific challenge a family business faces or has faced in the past. The challenge may be (but is not limited to) one of the topics we covered in class. In any case it should be related to family business specific topics. More details will be provided in class. During the last sessions each student team will present their case and will have the opportunity to receive feedback from their classmates and the professor on their case.

### READINGS

#### SOME RESOURCES FOR RESEARCHING FIRMS

**Business Source Complete** (EBSCO)

*Business Source Complete* is the world’s definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1886 are included. In addition, searchable cited references are provided for more than 1,300 journals.

**EconLit with Full Text** (EBSCO)

*EconLit with Full Text* contains all of the indexing available in *EconLit*, plus full text for more than 480 journals, including the American Economic Association journals with no embargo (*American Economic Review, Journal of Economic Literature, and Journal of Economic Perspectives*). This database also contains many non-English full-text journals in economics & finance.

**Emerald**: Access to a growing collection of over 120,000 articles from more than 212 high quality business and management journals. Research from the world’s leading business and management publisher that connects theory with practical application. High quality peer reviewed articles from a publisher with over 40 years’ experience.

**Factiva**: 8000 new sources from 118 countries in 22 languages with same-day full text access to major newspapers and business magazines as well as 25 000 company reports.

**JSTOR** (Journals storage)JSTOR offers multi-disciplinary and discipline-specific collections that include complete runs of academic journals as well as select monographs, transactions, and conference proceedings.

**SAGE**: SAGE publishes more than 520 journals in Business, Humanities, Social Sciences, and Science, Technology and Medicine.
DIANE: Extensive coverage of company, financial and economic data from France's major markets

INTERNET RESOURCES FOR BUSINESS IN FRANCE

Ipsos is a French company which produces market reports and surveys on consumer behaviour and society, in France. It undertakes consultancy work for a fee, but the site contains some fascinating brief free reports which may be interesting for business or marketing students researching France. For example, there are reports on the growing number of people over 50; attitudes to the EU and to work. Ipsos is part of a global organisation called Ipsos-ASI, The Advertising Research Company. The site is in French, but there is a slightly different English version too.

http://www.ipsos.fr/

Altema is a French online resource for market research and consumer behaviour. Each dossier is written by staff from a French chamber of commerce and presents a picture of the national market for a product, a leisure activity or of market segments. The latest reports deal with issues like adolescent consumers (and how they are defined), the fashion for staying in, wine consumption in France, and the dream which country cottages represent. Altema is the brainchild of RESIS (Réseau d'Informations Stratégiques pour les entreprises), an organisation set up by the French chambers of commerce, to identify consumer trends, market development, and company strategies worldwide. A very useful resource for anyone researching French markets. Altema is supported by the European Commission. NB. The site is only in French.

http://www.altema.com/altema/

Cetelem conducts quantitative and qualitative surveys on consumer behaviour in France. There are three publications: L'Observateur Cetelem, Les cahiers de L'Observateur Cetelem and Les barometres d'ambiance Cetelem, each one with a slightly different emphasis. These can be viewed in the form of tables with some commentary. There are sections on subjects such as the French and their houses, DIY, and spending habits since the introduction of the euro. The site is well designed and easy to use, but note that it is in French. (Cetelem is a company which is associated with Paribas and provides financial services to retail.)

http://www.cetelem.com/site_com/index.php

"INSEE collects and produces information on the French economy and society. This information is made available to the entire national community (government, business, researchers, educators, media, individuals) for study, forecasting, and decision-making purposes." Subjects covered include economics, education, business and geography. The site is divided into seven sections and statistics can be broken down by French regions. There is a huge list of INSEE publications in paper-based or software form. There are also links to other French government organisations and to government statistical services in other countries. The INSEE site is available in French or English (some documents are only in French).

http://www.insee.fr/fr/home/home_page.asp

A French site which offers a directory of good quality websites suitable for business and economics students and lecturers. Sites are arranged by section, such as banking and finance; law and taxation; education; accountancy. The RIME site is also searchable by keyword. Priority is given to sites in French or ones with a European emphasis. RIMES' members include French Grandes Ecoles, universities and the organisation URFIST.

http://www.rime.ccip.fr/

This collection of educational resources on consumer behaviour is presented by Professor Richard Ladewein, who teaches at the business school at Lille University, France. The contents is interdisciplinary, combining psychology, anthropology, sociology, business studies, consumer behaviour and marketing. There are articles on such diverse products or services as Furby toys, urban tourism, hotels/leisure clubs and wine marketing. It contains educational materials taken from his own teaching at the University of Lille (see the link Le coin des etudiants). There are links to many other French and international sites on consumer behaviour, marketing, semiotics, anthropology and related subjects. NB. The site is almost entirely in French.

http://ladwein.free.fr/

Top 500 French companies http://www.top500.de/g0033200.htm

RULES FOR ABSENCE AND PLAGIARISM

Two rules are so important to me that I want to express them explicitly in this syllabus:

While I am generally very relaxed in terms of class presence (After all, we are all grown-ups and I assume everyone knows
whether physical class presence is beneficial to him/her or not), it is absolutely important to me that students show up during guest speaker-sessions. This is at the very least general politeness and a courtesy to the speaker who makes the effort to come to our class. Therefore, students should evaluate whether they want to come to my sessions, but are unconditionally expected to prepare and show up during those sessions when we have a guest speaker. I will announce these dates in time and strictly enforce presence by punishing unexcused absence during these events (i.e. a zero for continuous assessment). However, students should bear in mind that general class absence eventually will negatively affect their continuous assessment as they do not actively participate in class.

I have a zero-tolerance policy(!) towards plagiarism. Any form of uncited copying will result in zero points in the course grade. Furthermore, I will make sure that plagiarism will be escalated to the school’s administration receiving further consequences. In the case of international and exchange students I will ensure that their home institutions will be informed about such transgressions.
17_M2_LI_CLA_S1_CCO_FLE_1347: FLE

NB HEURES : 30
SEMESTRE 1
PROGRAMME INTERNATIONAL - 5 ECTS
RESPONSABLE DU COURS : LUCIE BENAGROUBA

OBJECTIFS DU COURS
Acquérir un niveau intermédiaire à expérimenté en langue française tels que définis par le CECRL.
Comprendre et s’exprimer dans les situations courantes de la vie sociale et professionnelle.

OBJECTIFS D’APPRENTISSAGE
A l’issue de ce cours, l’étudiant sera capable de :
- Maîtriser les actes de communication quotidienne dans un contexte professionnel.
- Présenter l’entreprise, son organisation, son activité, son marché, sa politique commerciale ainsi que sa situation financière, ses résultats ; exprimer des quantités, indiquer l’évolution, faire des comparaisons, interpréter et commenter des tableaux, des graphiques.
- Parler du cadre et des conditions de travail : le poste de travail, les horaires, les salaires, les congés, les relations avec les collègues, etc.
- Rechercher un emploi, un stage : lire/rédiger une petite annonce, un CV, une lettre de candidature, mener/passer un entretien d’embauche.
- Connaître les principaux acteurs socio-économiques du monde du travail en France.
- Découvrir les principales institutions et personnages-clés de la vie politique française et comprendre les relations entre ces institutions.
- Acquérir les notions de base pour comprendre la vie sociale en France, les nouvelles tendances et les défis qui attendent le monde du travail en France et dans le monde.

PRE-REQUIS
Niveau A1 à B2 du CECRL : le contenu des cours est décliné en différents groupes de niveaux.

CONTENU DU COURS

<table>
<thead>
<tr>
<th>SEMAINE</th>
<th>SUJET</th>
<th>CONTENU</th>
<th>TRAVAIL PRÉPARATOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprendre le monde du travail en France</td>
<td>Notions d’interculturalité dans les pratiques professionnelles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caractéristiques des entreprises en France</td>
<td>Le monde de l’entreprise - organigramme, forme juridique, chiffres clés…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Se positionner dans l’entreprise</td>
<td>Organigramme, fonctions et tâches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Se présenter</td>
<td>Décrire un parcours professionnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale 1</td>
<td>La réunion de travail.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale 2</td>
<td>Présenter un projet, un produit, un programme et présenter des faits hypothétiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Préparation à la recherche d’un stage</td>
<td>La recherche d’un emploi : le CV, la lettre de motivation et l’entretien d’embauche</td>
<td></td>
</tr>
</tbody>
</table>
## Etre salarié dans une entreprise française
Les conditions de travail : horaires, salaires, contrats, formations, congés…

## Les documents de travail
Faire un compte-rendu, faire des propositions, convaincre

## Interactions entreprise / environnement
L’environnement économique : partenaires, réseaux, institutions

## Communication
La communication interne et externe.

### METHODES PEDAGOGIQUES

Pédagogie de la tâche, telle que définie par le CECRL.
Documents authentiques extraits de publications grand public ou spécialisées, sites web
Documents multimédias disponibles sur le site [https://pro2fle.wordpress.com/](https://pro2fle.wordpress.com/)
Activités issues de la méthode Objectif Express (Hachette FLE).
Approche inductive de la grammaire (exemples en situation puis identification et théorisation par l’apprenant)
Exercices en situation : jeux de rôles plus ou moins dirigés, débats, simulations de réunions.
Alternance de travail individuel et travail en groupe.

### METHODES D’EVALUATION

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>% DE LA NOTE FINALE</th>
<th>DETAILS</th>
<th>DURÉE</th>
<th>OBJECTIFS D’APPRENTISSAGE ÉVALUÉ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examen partiel</td>
<td>40%</td>
<td>Ecrit</td>
<td></td>
<td>Grammaire et compétences de communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Présentation orale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examen final</td>
<td>40%</td>
<td>Ecrit et oral</td>
<td></td>
<td>Lecture, écriture, oral</td>
</tr>
<tr>
<td>Participation en classe</td>
<td>20%</td>
<td></td>
<td></td>
<td>Présence et participation</td>
</tr>
</tbody>
</table>

L’examen partiel et final ont lieu pendant la période de cours.

### LECTURES

- [http://www.lesechos.fr](http://www.lesechos.fr)
- [http://www.lejournaldunet.com](http://www.lejournaldunet.com)