M1 BUSINESS MANAGEMENT
CORE COURSES
ACADEMIC YEAR 2016-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>17_M1_LI_BM_S1_CCO_MGT_643</td>
<td>STRATEGIC MANAGEMENT: PRINCIPLES AND PRACTICE</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_CCO_ACC_4840</td>
<td>FINANCIAL STATEMENT ANALYSIS</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_CCO_FIN_644</td>
<td>CORPORATE FINANCE</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_CCO_MKG_649</td>
<td>MARKETING MANAGEMENT</td>
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<tr>
<td>17_M1_LI_BM_S1_CCO_MGT_4898</td>
<td>MANAGING HUMAN CAPITAL</td>
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<td>ALLEMAND LV2</td>
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<tr>
<td>17_M1_LI_BM_S1_LVX_LV2_ESP_603</td>
<td>ESPAGNOL LV2</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_LVX_LV2_HEB_607</td>
<td>HÉBREU LV2</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_LVX_LV2_ITA_604</td>
<td>ITALIEN LV2</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_LVX_LV2_JAP_608</td>
<td>JAPONAIS</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_CCO_MGT_641</td>
<td>BUSINESS GAME CAPSTONE GLOBAL BUSINESS SIMULATION</td>
</tr>
<tr>
<td>17_M1_LI_BM_S1_CCO_4406</td>
<td>PITCH ACADEMY SEMINAR</td>
</tr>
<tr>
<td>17_BM_LI_BM_S1_CCO_CCS_4499</td>
<td>SOCIO-CULTURAL FRANCE</td>
</tr>
<tr>
<td>17_M1_LI_BM_S2_CCO_LAW_642</td>
<td>GOVERNANCE AND RESPONSIBILITY OF BUSINESS ENTERPRISE</td>
</tr>
<tr>
<td>17_M1_LI_BM_S2_CCO_FIN_4817</td>
<td>BIG DATA AND BUSINESS ANALYTICS</td>
</tr>
<tr>
<td>17_M1_LI_BM_S2_CCO_ACC_4841</td>
<td>COST ACCOUNTING &amp; MANAGEMENT CONTROL</td>
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<td>17_M1_LI_BM_CLA_S2_CCO_MGT_651</td>
<td>INFORMATION SYSTEMS</td>
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<tr>
<td>17_M1_LI_BM_S2_CCO_MGT_4530</td>
<td>OPERATIONS MANAGEMENT</td>
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<tr>
<td>17_M1_LI_BM_S2_CCO_LAW_647</td>
<td>LEGAL ENVIRONMENT &amp; BUSINESS DECISION MAKING</td>
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<td>17_M1_LI_BM_CLA_S2_CCO_MGT_639</td>
<td>BUSINESS DEVELOPMENT &amp; INNOVATION</td>
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<td>17_BM_LI_BM_S2_CCO_CCS_1333</td>
<td>FAMILY BUSINESS</td>
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<tr>
<td>17_M1_LI_BM_S2_CCO_FLE_1651</td>
<td>ERASMUS FLE</td>
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ECTS: 3
<table>
<thead>
<tr>
<th>COURSES</th>
<th>HOURS</th>
<th>ECTS EDHEC</th>
<th>ECTS INCOMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite - Accounting Fundamentals</td>
<td>10</td>
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<tr>
<td>Pre-requisite - Excel</td>
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<tr>
<td>Strategic management : principles and practice</td>
<td>30</td>
<td>4</td>
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<tr>
<td>Financial Statement Analysis</td>
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<td>Corporate Finance</td>
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<td>Marketing management</td>
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<tr>
<td>Managing Human Capital</td>
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<tr>
<td>Foreign language</td>
<td>15</td>
<td>2</td>
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<tr>
<td>Business game : capstone global business simulation</td>
<td>30</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Pitch Academy Seminar</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elective 1</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Socio-Cultural France</td>
<td>30</td>
<td></td>
<td>7</td>
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<tr>
<td>French as a Second Language</td>
<td>30</td>
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<tr>
<td><strong>TOTAL SEMESTER 1</strong></td>
<td><strong>250</strong></td>
<td><strong>30</strong></td>
<td><strong>40</strong></td>
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<tr>
<td>Governance &amp; Responsibility of business Enterprise</td>
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<tr>
<td>Big data and business analytics</td>
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<tr>
<td>Cost accounting &amp; management control</td>
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<td>Information systems</td>
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<tr>
<td>Operations management</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>Legal environment &amp; business decision making</td>
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<tr>
<td>Business development and innovation</td>
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<td>Project management</td>
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<tr>
<td>Foreign language</td>
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<td></td>
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<tr>
<td>TICD</td>
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<tr>
<td>Elective 2</td>
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<tr>
<td>Elective 3</td>
<td>15</td>
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<td>Family Business</td>
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<td>8</td>
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<tr>
<td>French as a Second Language</td>
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<td>5</td>
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<tr>
<td><strong>TOTAL SEMESTER 2</strong></td>
<td><strong>245</strong></td>
<td><strong>30</strong></td>
<td><strong>39</strong></td>
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<tr>
<td><strong>TOTAL YEAR</strong></td>
<td><strong>495</strong></td>
<td><strong>60</strong></td>
<td><strong>79</strong></td>
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</table>
This course’s primary objective is to help you answer several important strategic questions for companies or organizations such as What business shall we be in? How to compete for resources and create value? How to organize for and assess performance. We will achieve this using analytical tools and concepts.

The course is organized mostly in tutorials with some lectures, both formats are meant to be interactive and value student contribution. We will work on relatively small groups of half-cohorts where students will work on case. Each analytical tool and concept will be introduced by referring to real-world business situations.

Cases used in class are problem-solving and decision-making oriented. The course is divided in three parts and for each part one final lecture will synthesize the concepts presented through cases.

By the end of the course, you should be able to:
- recognize and assess stakes and stakeholders in various complex and evolving business environments;
- undertake a strategic/competitive analysis;
- make strategic choices at corporate and business levels;
- assess the performance and feasibility of strategic choices.

None

### COURSE CONTENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Readings/Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>C* 1</td>
<td>Introduction to Strategy: purpose and approaches</td>
<td>Pre-readings &amp; case to be put on Blackboard</td>
</tr>
<tr>
<td>HC** 2</td>
<td>Would Warren invest in this Business? (1/2) - Sector performance and economics</td>
<td>Pre-readings &amp; case to be put on Blackboard</td>
</tr>
<tr>
<td>HC 3</td>
<td>Would Warren invest in this Business? (2/2) - Competitive intensity and environment: The story behind the figures</td>
<td>Pre-readings &amp; case to be put on Blackboard</td>
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<tr>
<td>C 4</td>
<td>Putting things together - Strategic diagnostic approach and key tools (external and internal analysis)</td>
<td>Pre-readings &amp; case to be put on Blackboard</td>
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<tr>
<td>HC 5</td>
<td>What should be my strategy? Business level generic and hybrids strategies</td>
<td>Pre-readings &amp; case to be put on Blackboard</td>
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<tr>
<td>HC</td>
<td>6</td>
<td>The challenges of new horizons: diversification &amp; international strategies</td>
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<td>-----</td>
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<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>HC</td>
<td>7</td>
<td>Corporate strategy managing a portfolio of activities</td>
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<tr>
<td></td>
<td></td>
<td>Individual written exam (MCQ)</td>
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<tr>
<td>HC</td>
<td>8</td>
<td>Growth strategies: external and alliances</td>
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<tr>
<td>C</td>
<td>9</td>
<td>Adding value to Business Units? Corporate parenting</td>
</tr>
<tr>
<td>HC</td>
<td>10</td>
<td>What is my strategy Worth? Evaluating strategy</td>
</tr>
<tr>
<td>HC</td>
<td>11</td>
<td>Organising for success</td>
</tr>
<tr>
<td>C</td>
<td>12</td>
<td>Leading strategic change</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Individual continuous assessment</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Wrap up &amp; Revision Session</td>
</tr>
</tbody>
</table>

Cohort (lecture format)
**Half cohort (tutorial format)

**TEACHING & LEARNING METHODS**
The course includes various pedagogical tools: lectures, cases, business and academic articles, books, videos, and teamwork. A regular use of the BlackBoard platform is imperative to get up-to-date information about the course.

Lecture/Tutorials (to refer to the table above):
Please note that the course starts sharp on time. We expect you to be in the classroom at least 5 minutes before the course kick-off. Students are highly encouraged to read the related material before each class. The material is available either online or at the EDHEC library.[1]

Teamwork:
**Students’ teams will be set-up by the Department.** Teams are made up of 5 students; some exceptions can occur in case the number of students is not divisible by 5. Please note that all teams need to belong to the same subgroups and switching is not possible.

Case studies Preparation:
Before each class, students will have to prepare for the case study to be discussed with answers to questions posted on BlackBoard. Please refer to the submission deadlines underneath. This preparation of all the answers has to be made by
the entire team. Allocation of questions among students is not allowed and will be sanctioned. Moreover, it is up to the students to make sure that everybody committed to the collective effort. As soon as names appear on the case assignment, professors will consider that everybody equally participated. Case assignment has to be submitted on time; no delay is tolerated and leads to zero. Case assignment must follow the format: 1 page maximum, 10 points, Times New Roman, justified and single spaced. Assignments that do not respect the format won’t be considered for grading. Please note that 2 case assignments out of 4 will randomly be graded.

Virtual case study:
A virtual case study will have to be prepared and performed online individually on a set period of time through Blackboard. This case is graded.

The detailed instructions for the online case study will be posted on BlackBoard before the kick-off of the course.

Readings:
Prior readings are mandatory before coming to class. Those readings provide very useful background material to foster your understanding and learning in class.

Articles:
A list of business articles is also provided to foster class-discussion and is aimed at enriching your learning. The final exam will include questions on those articles.

Classes and interaction
Please note that for each of the three parts of the course, we will have case study based sessions in half cohorts and a lecture in cohorts at the end of each part to serve as a synthesis. This organization has been implemented in order to maximize interaction with your faculty and to boost your experience. Thus, your faculty expect involvement and active contribution.

Blackboard forum:
We highly recommend and encourage students to launch discussions and ask questions via the forum on Blackboard. Discussions and questions can be related to classes, cases, articles, or book chapters. Your professors will answer your questions on a regular basis via the forum.


<table>
<thead>
<tr>
<th>ASSESSMENT METHODS</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies</td>
<td>25 %</td>
<td>A collective grade is given to the team</td>
<td>Cases will be selected for grading</td>
<td>Preparation involves not just thorough analysis but also developing a personal position on the questions raised for the assignment</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Individual involvement is assessed</td>
<td>All cases studied in class</td>
<td>The objective is to assess individual engagement and soft skills. Please note that individual bonuses (from +1 to +3) are to be given to distinguished students</td>
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<tr>
<td>Mid-term exam</td>
<td>25%</td>
<td>Mid Term Exam (MCQ)</td>
<td>Will be communicated</td>
<td>Closed-book mid-term exam – understanding and application of tools and concepts presented in Part A of class</td>
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<tr>
<td>Individual exam</td>
<td>50%</td>
<td>Individual</td>
<td>In the end of the semester</td>
<td>Closed-book exam – understanding and application of tools and concepts presented in class</td>
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</table>

READINGS

**RULES FOR ABSENCE AND PLAGIARISM**

Attendance to case studies is mandatory. Each study leads to a participation grade. A grade of zero is automatically given in case of absence. If students accumulate more than two absences, they will automatically get a grade of zero for the continuous assessment of this course (which accounts for 25% of the final grade). In case you have a valid justification for this absence, please send justification documents to the Academic Affairs Department. Professors are not in charge of validating justification documents. Basically, only health related issues or major personal issues are considered. Interviews for internships or absences caused by invitation from other EDHEC departments or associations are not considered as valid reasons for missing case studies.

We expect that all students equally and actively participate in teamwork. Free-riding behaviors have to be signaled to the course coordinators. In case of plagiarism, the entire team will be sanctioned and obtain a grade of zero for the continuous assessment of this course. Moreover, serious disciplinary sanctions will be enforced.
M1 BUSINESS MANAGEMENT
2016-2017

17_M1_LI_BM_S1_CCO_ACC_4840: FINANCIAL STATEMENT ANALYSIS

NUMBER OF HOURS: 30
SEMESTER 1
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: CLAIRE GREVET

COURSE OBJECTIVES
The purpose of financial analysis is to assess a company. In general, financial analysis encompasses strategy analysis, financial statement analysis, financial planning and security valuation. This course focuses on financial statement analysis. It is designed to equip students with a conceptual framework that helps them understand how businesses generate value and how this value is captured in financial statements. The use of financial statements is predominant for investors and creditors, and is also highly relevant to the decisions of managers, consultants, auditors, analysts and regulators.

After completing the course, students should be able to measure wealth creation, the level of investment in working capital and capital expenditure, company financing, leverage and profitability.

The course demonstrates how financial statement analysis can reduce uncertainty and increase confidence in business decisions.

LEARNING OUTCOMES
After completion of the course, participants should be able to analyse in a comprehensive manner the financial statements of a company; they should be able to:

- Discuss the relevance of accounting information and financial statements to business analysis;
- Analyse measures of revenues and expenses of operating activities in evaluating net income;
- Evaluate the implications of operating and financing liabilities for risk analysis as well as the ones of current assets, PPE and intangibles on performance and financing requirements;
- Interpret cash flow measures;
- Analyse the return on equity of a company by disaggregating its major components;
- Explain liquidity and solvency of a company.

PREREQUISITES
A common understanding of financial accounting basics is imperative to follow this course. All students, whatever their academic background, must take an on-line course which is an introduction to financial accounting. It is freely provided by Edhec and must be taken in early September. The mastery of these basics is assessed via a Blackboard quiz to be held before the end of September.

Furthermore, students should also be familiar with a basic use of Microsoft Excel spreadsheets.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.1 to S1.5</td>
<td>Overview of Financial Statement Analysis</td>
<td>Overview of business analysis, Financial statements - Accounting analysis</td>
<td>Reading + Exercises, + two on-line tutorials</td>
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<tr>
<td>S2.1 to S2.3</td>
<td>Balance sheet analysis</td>
<td>Capital employed &amp; invested capital</td>
<td>Reading + quiz/exercises</td>
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<tr>
<td>S3.1 &amp; S3.2</td>
<td>Income statement analysis</td>
<td>Analysing operating activities - Comparative analysis</td>
<td>Reading + quiz/exercises</td>
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<tr>
<td>S4</td>
<td>Cash flow analysis</td>
<td>Cash flow stat.: direct/indirect method</td>
<td>Reading + quiz/exercises</td>
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<tr>
<td>S5.1 &amp; S5.2</td>
<td>Disaggregating ROE</td>
<td>Ratio analysis to assess Return on Invested Capital, Profitability, and Financial leverage gain</td>
<td>Reading + quiz /exercises</td>
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</tbody>
</table>
**S6**
Liquidity and Solvency analysis
Short term liquidity, Capital structure, earnings structure
Reading + quiz/exercises

**S7**
Recap
Comprehensive case study
Reading case study

**S8.1**
Conclusion and Revision
Earnings management
On-line tutorial

**S8.2**
Review exercises with a focus on analysis
Review previous lessons + exercises

The workload is 100 to 120 hours, including the Prerequisite on-line course in Financial accounting.

### TEACHING & LEARNING METHODS

The course combines face-to-face class time, on-line course and web-based tutorials. A typical class involves discussing the new concepts and solving the required homework, where the teacher expects students’ on-going commitment. Further, the course involves teamwork in class through case studies and outside class through the financial statement analysis of a company.

Complete solution to quizzes and exercises will be provided on the Blackboard website. It is students’ responsibility to go over the solutions to problems and ask for assistance if needed.

All internet class communication will occur within the Blackboard communication tools, including the Forum discussion board where participants can get help.

To conclude, students are expected to take responsibility for their own learning, demonstrate appropriate motivation and participate in active inquiry.

### ASSESSMENT METHODS

70% continuous assessment - 30% final exam; 60% individual effort - 40% group assignment

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite On-line course</td>
<td>10%</td>
<td>Individual on-line MCQ</td>
<td>Week 38 (TBC)</td>
<td>First four chapters of the on-line course</td>
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<td>Mid-term</td>
<td>20%</td>
<td>Individual MCQ - exam sitting</td>
<td>October, 21</td>
<td>From S1.1 to S2.3 included</td>
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<tr>
<td>Work in class</td>
<td>15%</td>
<td>Case studies - Teamwork</td>
<td>Throughout class</td>
<td>Putting theory into practice</td>
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<td>Part 2 : Nov. 28</td>
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<td>Final Exam</td>
<td>30%</td>
<td>Individual sitting exam</td>
<td>Week 50</td>
<td>All learning outcomes</td>
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</table>

### READINGS


### RULES FOR ABSENCE AND PLAGIARISM

EDHEC Programme rules are applicable. Attendance is checked. Late students are not accepted.
The objective of this course is to provide a solid grounding in the principles of corporate finance (capital budgeting, cost of financing projects, capital structure).

After having taken this course participants will be able to:
- Compute the cash flows of a project
- Compute the return of a project
- Understand the relation between risk and return of financial assets
- Estimate the cost of equity and the weighted average cost of capital of a firm
- Understand the cost and benefits of debt financing relative to equity financing.

This is a first course in Finance and no specialized prior knowledge in Finance is required. However, the student is assumed to have basic familiarity with secondary school mathematics.

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>LECTURE 1</td>
<td>Introduction- Fundamental concepts in financial analysis- Present value</td>
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<tr>
<td>LECTURE 2</td>
<td>Present value - Project appraisal and capital budgeting</td>
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<tr>
<td>LECTURE 3</td>
<td>Project appraisal and capital budgeting</td>
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<tr>
<td>LECTURE 4</td>
<td>Introduction to Risk and Return</td>
</tr>
<tr>
<td>LECTURE 5</td>
<td>Portfolio Selection</td>
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<tr>
<td>LECTURE 6</td>
<td>The Capital Asset Pricing Model</td>
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<tr>
<td>LECTURE 7</td>
<td>Introduction to Financing and Capital Structure</td>
</tr>
</tbody>
</table>

The course will consist of 15 hours of lectures (1 lecture of 3 hours and 6 lectures of 2 hours) and 15 hours of tutorials during which concepts studied during lectures will be applied through case studies and exercises.

The course grade will be determined by the grades of the exercises prepared during the tutorials, the mid-term exam and the final exam.
## ASSESSMENT

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
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<tbody>
<tr>
<td>Mid term exam</td>
<td>25%</td>
<td>- 45 minutes long</td>
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<td>Lecture notes and</td>
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<td>Closed book</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Bring an accepted calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise/cases prepared during tutorials</td>
<td>25%</td>
<td>- 2 h long</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determines 50% of the overall course grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closed book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td></td>
<td></td>
<td>Lecture notes and problem sets</td>
</tr>
</tbody>
</table>
The purpose of this course is to provide participants with fundamental knowledge in marketing so as to successfully secure and hold any marketing management position within a company. In a context where marketing is often criticized for lacking (numerical) inputs, and sometimes even valid and reliable market data, our aim in this class is also to insist on creating financially-viable solutions for the corporate partner, Procter & Gamble, which will sponsor this fundamental marketing management course.

More specifically, the objectives of this course are:
- To explain the role of marketing in the (global) organization and prepare participants to be responsible and well-informed decision-makers
- To provide a deep understanding of the marketing concept and of its key components
- To develop the skills to design and implement a successful marketing strategy as well as to create customer and firm value
- To establish guidelines for implementing operational marketing actions
- To become aware of how marketing evolves over time in a rapidly changing global environment
- To raise attention on the importance of quantitative information and marketing research in order to make informed decisions
- To raise awareness of current developments in marketing research (relevant to marketing operations) in order to create decision makers who can reinvent themselves during their career (i.e., increase their sensitivity to life-long learning)

Upon successful completion of this course, participants will be able:
- To describe what marketing is and what its role in the firm is (LO1)
- To understand the process of value creation from the perspective of customers, producers and society at large (LO2)
- To explain the strategic planning process (LO3)
- To precisely define a market (LO4)
- To identify appropriate methods for marketing research (LO5)
- To recognize the need for market segmentation & to propose a targeting and positioning strategy (LO6)
- To mix the different marketing tools and techniques (LO7)
- To design a marketing plan proposal (LO8)
- To integrate new knowledge for decision-making (LO9)

None.
<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Title</th>
<th>Details</th>
<th>Compulsory reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CONSUMER BEHAVIOR AND THE BUYING PROCESS</td>
<td>Analyzing consumer markets Competitors Analysis + Individual time-out for data collection on P&amp;G</td>
<td>BEFORE coming to class from Harvard Business Publishing: <em>Consumer behavior and the buying process</em></td>
</tr>
<tr>
<td>4</td>
<td>SEGMENTATION AND TARGETING</td>
<td>Internal analyses SWOT/TOWS – Marketing Strategy Segmentation &amp; Targeting</td>
<td>BEFORE coming to class from Harvard Business Publishing: <em>Segmentation &amp; Targeting</em></td>
</tr>
<tr>
<td>5</td>
<td>BRAND POSITIONING</td>
<td>Positioning</td>
<td>BEFORE coming to class from Harvard Business Publishing: <em>Brand positioning</em></td>
</tr>
<tr>
<td>6</td>
<td>STRATEGY DEVELOPMENT</td>
<td>In-class Coaching session: Strategy development – Group Feedbacks</td>
<td>Applications to P&amp;G business case of course material presented and discussed in Tutorial 4</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Section</td>
<td>Description</td>
<td>Readings</td>
</tr>
<tr>
<td>----------</td>
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<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>PRODUCT POLICY</td>
<td>Product Decisions Example from Research</td>
<td>Compulsory reading BEFORE coming to class from Harvard Business Publishing: <em>Product Policy</em></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Applications to P&amp;G business case of course material presented and discussed in Tutorial 5 (Randomly-picked group presentations)</td>
</tr>
<tr>
<td>8</td>
<td>MARKETING COMMUNICATIONS</td>
<td>Promotion Decisions Example from Research</td>
<td>Compulsory reading BEFORE coming to class from Harvard Business Publishing: <em>Marketing Communications</em></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Applications to P&amp;G business case of course material presented and discussed in Tutorial 7 (Randomly-picked group presentations)</td>
</tr>
<tr>
<td>9</td>
<td>PRICING STRATEGY</td>
<td>Pricing Decisions Example from Research</td>
<td>Compulsory reading BEFORE coming to class from Harvard Business Publishing: <em>Pricing Strategy</em></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Applications to P&amp;G business case of course material presented and discussed in Tutorial 8 (Randomly-picked group presentations)</td>
</tr>
</tbody>
</table>
### Tutorial 10

<table>
<thead>
<tr>
<th>TimeSlot</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Decisions Example from Research</td>
<td><strong>DEVELOPING AND MANAGING CHANNELS OF DISTRIBUTION</strong></td>
<td>Compulsory reading BEFORE coming to class from Harvard Business Publishing: Developing and Managing Channels of distribution</td>
</tr>
<tr>
<td><strong>Applications to P&amp;G business case of course material presented and discussed in Tutorial 9 (Randomly-picked group presentations)</strong> + rehearsal of the presentation by the team that will represent the cohort during the closing session in front of P&amp;G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Closing P&G case

- **P&G case**
- **Presentation by top teams to P&G manager(s) and all M1 participants.**

<table>
<thead>
<tr>
<th>TimeSlot</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2h00: All groups in the Auditorium</td>
<td></td>
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</tbody>
</table>

### Final exam

- **All of the above**
- **Date to be announced**

<table>
<thead>
<tr>
<th>TimeSlot</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2H00: Individual exam</td>
<td></td>
<td></td>
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</tbody>
</table>

*: some of the content will be delivered during in-class presentations/discussions managed by the professor, while some of the content will require self-learning. This will be made explicit to participants before each tutorial.

### TEACHING & LEARNING METHODS

This course aims at stimulating thinking, practical and interpersonal skills. Participants will learn about marketing with the following teaching methods:

- Lectures with presentations based on conceptual insights and real-life business examples as well as class discussions. Participants will read Harvard Business Publishing chapters in advance.
- Lectures with brief presentations of current marketing research relevant to marketing management practices.
- Real business case designed with Procter & Gamble supplying its most recent consumer panel data on one of their consumer markets to be announced.

### 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>Exam</td>
<td>60 %</td>
<td>The exam will consist of two or three questions: A theoretical and/or</td>
<td>Date will be announced in class</td>
<td>LO1, LO2, LO3, LO4, LO7</td>
</tr>
<tr>
<td>Assignment</td>
<td>Weight</td>
<td>Details</td>
<td>Linked Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>15%</td>
<td>Randomly-picked groups in tutorials 4, 5, 7, 8, 9, 10</td>
<td>LO1, LO2, LO3, LO4, LO5</td>
<td></td>
</tr>
<tr>
<td>Group Report</td>
<td>25%</td>
<td>Randomly</td>
<td>LO5, LO6, LO8, LO9</td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**

Compulsory reading before class from Harvard Business Publishing (HBP) (See above the seven compulsory readings).

It is important to note that all HBP readings, course material (in-class slides), and the P&G Business case are subjected to exam questioning.

Scientific articles presented in class on current issues in marketing related to the topics presented in the ‘course content’ section above are also exam material.

**Laptop use is not permitted in class** (except for your group presentations). Tablets (without an external keyboard) are tolerated.
Companies’ human resources represent the most powerful form of capital for organizational success. Unfortunately, most businesses fail to harness the full potential of their employees to create value because their people management practices are sub-optimal. One potential consequence of ineffective people management practices is employee dissatisfaction. A Gallup poll among 230,000 full-time employees across 142 countries shows that only 13% of employees are engaged in their jobs, 63% are not engaged, and 24% are actively disengaged. Robbins and Judge report a study on 180,000 employees worldwide, according to which only slightly more than half of all employees (i.e., 53%) indicated that they were happy in their job. The overall message of these and other studies should be clear. Most employees would very much disagree that their time is spent in productive ways. Thus, the question is: how can one implement people management practices that facilitate individual and organizational effectiveness?

This course on Human Resources Management is meant to provide you with solid, evidence-based knowledge on Human Resource Management that is also actionable. This involves learning about theoretical concepts and frameworks that will help you in diagnosing the strengths and weaknesses of HR policies. It also implies that the course invites you to bridge the theory-practice gap, and to identify ways in which the knowledge gained in the course can be applied in organizations in order to make them more productive.

After having taken this course participants will be able to:
- Understand apply some of the basic principles used in human resource management including job analysis, recruitment, selection, motivation and compensation.
- Gain a better understanding of some of the essential aspects of working in groups, including team effectiveness, managing team diversity, handling conflict, negotiation skills applied to both national and multicultural teams.
- Have a sense of some of the similarities and differences of basic HRM and OB practices across cultures and in the global business environment.

For preparatory work, please also refer to sections titled required/recommended readings and tutorial preparation. All tutorials will be carried out in groups, details to be provided in advance of each tutorial.

### Topics/Content/Preparation

**CM–1**

*The Talent Management Process; Job Analysis; & Recruitment*

**Prof. UHLANER**

(2 hours)

The Talent Management Process

The job analysis: basis for HRM functions

Recruitment

**CM–2**

Topics: *Selection & the Job Interview*

**Prof. UHLANER**

1 hour

Selection process, basic testing techniques

Some selection interview techniques
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| TD-1    | Application case: *Save the Children, video case.*  
[3 hours] | Key instructions for tutorial will be provided in CM-2 lecture as well as on blackboard. |
| CM-3    | Topics: Team effectiveness  
Prof. COISNE | Teams: definitions and guiding principles  
Team effectiveness: enabling conditions and implications  
Reaching the mountain top: introduction to EVEREST simulation |
| TD-2    | Application case: EVEREST ONLINE SIMULATION by HARVARD BUSINESS PUBLISHING  
[3 hours] | Case summary and team composition will be posted on BB. Please review the course material and bring your computer to class. |
| CM-4    | Topics: Motivation and Remuneration Management  
Prof. BERNHARD | Introduction to Motivation  
Content and Process Theories of Motivation  
Financial and Nonfinancial Rewards |
| TD-3    | Application case: Experiment and Enterprise-Rent-A-Car case Instructions will be provided in class.  
[3 hours] | |
| CM-5    | Conflict and Negotiations  
Prof. JUNGST | Types of workplace conflict  
Conflict Management  
Negotiation skills |
| TD-4    | Application Case: MediSys Corp.: The IntensCare Product Development Team by Harvard Business Publishing. Each student is asked to read the case carefully for the session.  
[3 hours] | In addition, in advance, please watch Lindred Greer talk about conflict management in teams at https://www.youtube.com/watch?v=YVVpipM- Rnw |
| CM-6    | Global HRM and OB: An introduction  
Prof. BERNHARD | Overview on international aspects of HRM  
Convergence vs. Divergence in HRM practices  
Examples on culture differences and their influence on HRM practices  
Staffing in a global context |
| CLASS, PROF, HRS. | TOPICS/CONTENT/PREPARATION  
For preparatory work, please also refer to sections titled *required/recommended readings* and *tutorial preparation*  
ALL TUTORIALS WILL BE CARRIED OUT IN GROUPS. |
### CM–7
Prof. COISNE
[2 hours]

<table>
<thead>
<tr>
<th>Global HRM And OB: Managing People In Global Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing people in global organizations: key concepts</td>
</tr>
<tr>
<td>Multicultural and virtual teams: challenges and issues</td>
</tr>
</tbody>
</table>

### TD-5
[3 hours]
[To follow CM7]

<table>
<thead>
<tr>
<th>Application cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)</td>
</tr>
</tbody>
</table>

### TEACHING & LEARNING METHODS

A combination of the following teaching methods and tools will be used in this course:

**Lectures** ("CM" or ‘Cours Magistraux’) — There will be 7 main lectures in the course, either one or two hours in length (be sure to check your schedule). They will be interactive in format. Students should come prepared with the necessary readings done in advance and arrive on time. The use of laptops during class time is at the discretion of each professor.

**Tutorials** ("TD" or ‘Travaux Dirigés’) — There will be a series of 5 3-hour tutorials during the course. These will follow the content from the lecture topics. Students will be asked to prepare in advance case studies and other material, then work in class within groups of 5 students. Instructions for group formation will be provided. **Note:** Attending and participating in the tutorials is absolutely necessary to complete the course successfully. This will count as 40% of the total grade. Note that tutors will take individual attendance during each tutorial class.

### ASSESSMENT METHODS

Your final grade will be determined by your performance on each of the following course components:

<table>
<thead>
<tr>
<th>Class Participation (in-class tutorials)</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam (including testing of On-Line Assignment)</td>
<td>60%</td>
</tr>
</tbody>
</table>

**TOTAL COURSE GRADE** 100%

**Class Participation (tutorials) (40% of grade)**

While attending both lectures and tutorials is essential, participating in the tutorials is an integral part of this course. Participating actively helps you to master the course material, maximize its application to the challenges you will face in your professional life, demonstrate your learning, and facilitate the shared learning of all students.

**Tutorial grading.** Each individual student will receive a group-level grade for their participation and work product in all 5 of the tutorial sessions. Tutorials will mainly be evaluated based on group presentations. Grades are based on a possible maximum of 4 points per TD. The evaluation scale can range from: 0 (absent/disruptive), 1 (poor), 2 (fair, but needs work), 3 (good/pass), 4 (very good/excellent). The final class participation grade is determined from an aggregate of the tutorial grades, out of a possible maximum 20. **Please note that for any tutorial with an unexcused absence, you will receive zero points.**

**[Example]: IF TD 1= 3; TD 2= 4; TD 3= 0 (unexcused); TD 4= 3, TD5=4, then your total grade for Class participation = 14/20**

**Final Exam (50% of grade)**

Your knowledge of Human Capital concepts acquired throughout the course will be tested with a comprehensive final examination. Please note that this will include testing of the on-line assignment. The format will include a mix of multiple choice questions (including application questions related to short examples and mini-cases, not just memorization of facts), short answer and medium-length essay. You will complete the exam individually. The use of outside material will not be permitted.

### READINGS

Please refer to any updates on blackboard or the syllabus before each lecture. Readings will be placed in the Course documents section, organized by lecture and/or tutorial. Either the pdf of the article itself or a link of the article will be provided for all required or recommended reading at least one week prior to each lecture or tutorial. Readings are strongly recommended unless otherwise noted as optional.

**READINGS FOR LECTURE CM1:**

**REQUIRED**

RECOMMENDED

READINGS FOR LECTURE CM2/TUTORIAL TD-1:

READINGS FOR LECTURE CM3:

READINGS FOR LECTURE CM4:

READINGS FOR LECTURE CM5:

READINGS FOR LECTURE CM6:

FOR CM7:

COMPULSORY

OPTIONAL
CM7_Reading 2: Maznevski, M.I., Chudoba, K.M. (2000). Bridging space over time: global virtual team dynamics and effectiveness, Organization Science 11, (5) 473-492

TUTORIAL PREPARATION
Please note that you will also be assigned either video or printed case materials for each of the tutorial sessions as well as specific instructions for adapting the case to that tutorial. It is IMPERATIVE that you prepare as instructed (including any assigned readings from the related lecture). Advance preparation instructions will be updated on blackboard in the Course Documents section at least two weeks prior to each tutorial. The cases being used are listed below:

TD1: Save the Children. This first tutorial is video based. It cannot be viewed in advance. Instructions will be available on blackboard in advance of the tutorial.

TD2: EVEREST ONLINE SIMULATION by HARVARD BUSINESS PUBLISHING

TD3: ENTERPRISE-RENT-A-CAR

TD4: MediSys Corp.: The IntensCare Product Development Team by Harvard Business Publishing. TD5: Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)– HARVARD BUSINESS PUBLISHING
COURSE OBJECTIVES
Vertiefung der allgemeinen Deutschkenntnisse
Verbesserung der praktischen Kommunikationsfähigkeiten
Erweiterung wirtschaftsbezogenen Wortschatzes und wirtschaftsbezogener Themen

LEARNING OUTCOMES
Die Aspekte einer Unternehmensgründung kompetent zu erörtern
Geschäftsverhandlungen strukturiert und zielgerichtet zu führen
Produkte und Leistungen wirkungsvoll präsentieren zu können
In Besprechungen und Diskussionen überzeugend zu argumentieren
Effizient und professionell zu kommunizieren (persönlich, telefonisch und schriftlich)

PREREQUISITES
Die Studenten sollten die Grammatik und die Syntax der deutschen Sprache, sowie das im Bachelor-Kurs erlernte Vokabular beherrschen und mündlich in der Lage sein, 10 Minuten frei über ein vorgegebenes Thema zu sprechen (Mittelstufe : Niveau B2 GER).

COURSE CONTENT

<table>
<thead>
<tr>
<th>WOCHE</th>
<th>THEMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Firmengründung: Gründungsformen - Rechtsformen</td>
</tr>
<tr>
<td>2</td>
<td>Firmengründung: Startups – Crowdfunding - Businessplan</td>
</tr>
<tr>
<td>3</td>
<td>Businessplan – mündliche Prüfung</td>
</tr>
<tr>
<td>4</td>
<td>AGB</td>
</tr>
<tr>
<td>5</td>
<td>Handelskorrespondenz</td>
</tr>
<tr>
<td>6</td>
<td>Handelskorrespondenz – schriftliche Prüfung</td>
</tr>
<tr>
<td>7</td>
<td>Telefonieren</td>
</tr>
<tr>
<td>8</td>
<td>Telefonieren</td>
</tr>
<tr>
<td>9</td>
<td>Das Verkaufsgespräch – mündliche Prüfung</td>
</tr>
<tr>
<td>10</td>
<td>Der Fragebogen</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Praktische Übungen, Internetrecherchen, Hörverständnisübungen, Spiele, Simulationen, Ergänzende Lernmaterialien auf der Lernplattform Blackboard.

ASSESSMENT METHODS
4 Noten pro Semester (4 x 25 %):
1 schriftliche Noten
2 mündliche Noten
1 Mitarbeitsnote
READINGS
Wirtschaftswoche (http://www.wiwo.de)
Deutsche Welle (http://www.dw-world.de)
Focus (http://www.focus.de)
Tatsachen über Deutschland (http://www.tatsachen-ueber-deutschland.de).
## COURSE OBJECTIVES
Confrontar al estudiante a la penetración del Crimen Organizado en la economía mexicana. Asimilar el lenguaje del mundo de la empresa y la interacción entre ésta y sus consumidores. Adquirir el vocabulario y las capacidades lingüísticas necesarias para controlar el vocabulario de las empresas.
Dar los conocimientos necesarios sobre la selección, la captación y la contratación en el contexto empresarial, así como las relaciones posteriores con compañeros y superiores. Trabajar sobre la actualidad y tener una reflexión enriquecida.

## LEARNING OUTCOMES
Al final del curso, el estudiante será capaz de:

- Tener una reflexión sobre temas socioeconómicos utilizando todas las herramientas lingüísticas disponibles: La penetración del Crimen Organizado en la economía mexicana.
- Expatriarse conociendo los requisitos necesarios para este proyecto.
- Crear una ONG conociendo todos los requisitos necesarios.
- Debatiendo sobre temas diversos y expresar sus opiniones de manera muy rigurosa.

## PREREQUISITES
Nivel B2-C1 (CEFR).

## 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>Clase de vuelta.</td>
<td>Presentación del programa + Fortalezas económicas de México + Vocabulario específico</td>
<td>Lectura de textos + Preparación de los ejercicios</td>
</tr>
<tr>
<td>2</td>
<td>Retos y desafíos de México</td>
<td>Ejercicios de gramática + Frases hechas + Brainstorming + Debates</td>
<td>Preparación de las presentaciones orales + Preparación de los ejercicios</td>
</tr>
<tr>
<td>3</td>
<td>Best Mexican Brands: Las mejores marcas de México</td>
<td>El Retail en México + Las reformas</td>
<td>Preparación de las presentaciones orales + Preparación de los ejercicios</td>
</tr>
<tr>
<td>4</td>
<td>Crimen Organizado: El narcotráfico y los problemas derivados</td>
<td>Análisis / Comentario de textos + presentación del tema</td>
<td>Preparación de las presentaciones orales + Lectura de textos + Preparación de los ejercicios</td>
</tr>
</tbody>
</table>

+ Visionado de videos
| 5 | Crimen Organizado en México: La corrupción | Análisis / Comentario de textos + presentación del tema | Preparación de las presentaciones orales |
| 6 | Crimen Organizado en México: Los secuestros (América latina / México) | Análisis / Comentario de textos + presentación del tema | Preparación de las presentaciones orales + Preparación de los ejercicios |
| 7 | Crimen Organizado en México: La Narcocultura | Análisis / Comentario de textos + presentación del tema | Preparación de las presentaciones orales + Preparación de los ejercicios |
| 8 | Crimen Organizado en México: La Cibercriminalidad | Análisis / Comentario de textos + presentación del tema | Preparación de las presentaciones orales + Preparación de los ejercicios (traducción) + Preparación del examen oral |
| 9/10 | Examen oral | Caso Práctico: nacimiento de una ONG | Preparación del examen escrito |

**TEACHING & LEARNING METHODS**
Se planteará un curso estructurado en sesiones interrelacionadas, tanto en el plano de los conocimientos económicos como en el lingüístico.
Se tratará en las clases con la misma intensidad la lengua oral y escrita, la comprensión y la expresión, la creación y la comunicación.
El planteamiento del curso deberá ser interactivo, mezclando el trabajo sobre documentos escritos y audiovisuales, individual y en grupos, los debates, las exposiciones orales...

**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>Escrito</td>
<td>25 % + 25%</td>
<td>dos notas (25% cada una)</td>
<td>Duración variable</td>
<td>Comprensión y expresión escrita.</td>
</tr>
<tr>
<td>Oral</td>
<td>25 %</td>
<td>una nota(presentación «creación de una ONG»)</td>
<td>Duración variable</td>
<td>Comprensión y expresión oral.</td>
</tr>
<tr>
<td>Participación</td>
<td>25 %</td>
<td>participación durante las clases</td>
<td>Duración variable</td>
<td>expresión oral.</td>
</tr>
</tbody>
</table>

**READINGS**
Los estudiantes recibirán al principio del semestre un manual creado especialmente para ellos. También recibirán un acompañamiento elearning específico en Blackboard*. 
COURSE OBJECTIVES
Consolidation of lexical and cultural knowledge;
Preparing to expose an argumentative point of view;
good knowledge of the verbal system, particularly the irregular and defective verbs
Deepening of the grammatical forms (nouns with a following genitive prepositions and nouns with pronominal suffixes);
Readings and understanding texts from the press.

LEARNING OUTCOMES
After having taken this course participants will be able to:
understand the syntax, enabling the comprehension of various oral and written documents of medium difficulty;
Increasing capacities of oral and written communication: analyze, display and argument on a subject;
Correctly conjugating irregular verbs;
Deepen the knowledge of cultural aspects of Israel.

PREREQUISITES
Good practice in oral and written expression.

COURSE CONTENT
The course will be made of the following activities:
Learning a useful glossary to the main professional situations (understanding texts related to professional life, banking and business vocabulary);
Enlarging the lexical knowledge on a subject, using different supports (text, media, new technologies);
Structural exercises as well as written and oral activities on themes addressed in the course;
Deepening the knowledge of the verbal system, particularly the irregular and defective verbs;
Getting familiar with grammatical forms and nominal schemas (nouns with a following genitive prepositions and nouns with pronominal suffixes etc.);
Reading press articles (learning a vocabulary related to social issues).

TEACHING & LEARNING METHODS
From different texts:
Systematical approach of the vocabulary learnt in the texts;
Learning of the fundamental language structure;
Understanding written texts and general understanding of audio-visual materials;
Written and oral expression.

ASSESSMENT METHODS
Participation: 25 % Oral assessment: 25 %
Written assessment: 25 % Final written assessment: 25 %

READINGS
Manuel d’hébreu (niveau débutant) ; Manuel d’hébreu (niveau avancé) – Sonia Barzilaï et Mireille Hadas-Lebel, Ed L’Asiatheque
COURSE OBJECTIVES
Conoscere in modo approfondito l’Italia e gli aspetti salienti della sua storia, della sua cultura ed economia attraverso il cinema. Essere al corrente dell’attualità italiana.

LEARNING OUTCOMES
Al termine dei corsi, gli studenti saranno in grado di:
- Conoscere la storia recente dell’Italia dall’unificazione ad oggi
- Approfondire le conoscenze sul cinema italiano
- Capire il panorama economico, sociale e politico italiano
- Essere al corrente dell’attualità italiana

PREREQUISITES
Livello B2

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second corso</td>
<td>L’irruzione della storia nel film il “Gattopardo”</td>
<td>Il soldato morto nel giardino del principe, la lotta garibaldina. Sequenza del Plebiscito a Donnafugata. Sequenza della proposta di nomina a senatore. Discussions</td>
<td>Studiare il fascicolo sull’era prefascista</td>
</tr>
<tr>
<td>Terzo corso</td>
<td>L’era prefascista</td>
<td>Domande sul fascicolo e video. Comprensione e commenti al video</td>
<td>Studiare il fascicolo sull’era fascista</td>
</tr>
<tr>
<td>Quarto corso</td>
<td>Domande sull’era fascista. Il cinema durante il ventennio</td>
<td>I telefoni bianchi ed i film di propaganda.</td>
<td>Preparare tutti i documenti per il compito</td>
</tr>
<tr>
<td>Quinto corso</td>
<td>Compito in classe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sesto corso</td>
<td>Introduzione al Neorealismo</td>
<td>Temi abbordati nei film neorealisti.</td>
<td>Vedere il film “Roma città aperta di Rossellini</td>
</tr>
<tr>
<td>Settimo corso</td>
<td>Gli anni ’70. Anni di piombo</td>
<td>Le brigate rosse. Il caso</td>
<td>Vedere «Buongiorno</td>
</tr>
<tr>
<td>Ottavo corso</td>
<td>L’attuale governo italiano</td>
<td>Ritratto di Renzi</td>
<td>Cercare articoli e video su Renzi</td>
</tr>
<tr>
<td>Nono corso</td>
<td>Le riforme di Renzi</td>
<td>Attualità sui giovani e sui provvedimenti presi da Renzi per quanto riguarda il lavoro</td>
<td>Prepararsi per il compito in classe e per l'orale</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Decimo corso</td>
<td>Compito in classe</td>
<td>1h compito in classe/1h orale finale sulla civiltà</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**
Relazioni di film e di documenti video, analisi di sequenze, esposti, ricerche personali, redazioni di critiche, traduzioni. Autoapprendimento.

**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>2 compiti scritti</td>
<td>50%</td>
<td>25% ciascuno</td>
<td>1h/1h30</td>
<td></td>
</tr>
<tr>
<td>Orale</td>
<td>25%</td>
<td>10 mn</td>
<td>Esposto/civiltà</td>
<td></td>
</tr>
<tr>
<td>Partecipazione</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**
Film da vedere: Il Gattopardo; Roma città aperta di Rossellini; La dolce vita di Fellini; Fellini Roma; Buongiorno, notte di Marco Bellochio; I mostri di Dini Risi, La vita è bella di Benigni, Caro diario di Nanni Moretti, Il Caimano di Nanni Moretti, Gomorra di Matteo Garrone; Il divo di Paolo Sorrentino; Draquila di Sabina Guzzanti, etc...
«L'unité italienne » collection Que sais-je ? n°942.
17_M1_LI_BM_S1_LVX_LV2_JAP_608: JAPONAIS

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: AKI KIUCHI

COURSE OBJECTIVES
To understand Japanese used in everyday life and in business situations

LEARNING OUTCOMES
After having taken this course participants will be able to:
Use appropriate expressions and behaviours in business situations
Read and understand written materials with specific contents concerning everyday topics
Grasp summary information such as an newspaper headlines
Listen and comprehend coherent conversation in everyday situations, spoken et near-natural speed, and follow their contents as well as grasp the relationships among the people involved

PREREQUISITES
Basic Japanese corresponding to the JLTP (Japanese-Language Proficiency Test) N4 or CEFR (Common European Framework of Reference for Languages) A2/B1

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>First meeting</td>
<td>Exchange business cards ; Self-introduction ; talking about speciality</td>
<td>indicated in class</td>
</tr>
<tr>
<td>2-3</td>
<td>CV</td>
<td>How to write a CV in Japanese ; job hunting</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Keigo</td>
<td>Polite expressions according to hierarchy ; writing a business letter/e-mail</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Final exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Materials will be given in class.

ASSESSMENT METHODS
Assessment concerns what students have leaned in class and their outcomes. Details will be announced later, but it will be articulated on following 4 points :

Materials will be given in class.

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<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>Oral</td>
<td>25</td>
<td>Presentation about some topics: “Why I learn Japanese?”, “My relation to Japan” “My future career plan” etc.</td>
<td>15min</td>
<td>Being able to understand and express relatively complex thoughts. Discussion with class mates</td>
</tr>
<tr>
<td>Writing 1</td>
<td>25</td>
<td>Writing given as homework in class</td>
<td>Homework</td>
<td>Being able to use some kanji and write coherent sentences</td>
</tr>
<tr>
<td>Writing 2</td>
<td>25</td>
<td>Writing abstracts about topics that student have chose for the final exam</td>
<td>Homework</td>
<td>Being able to use some kanji and write coherent sentences</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Discussions and activities in class; homeworks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**
indicated in class.

**RULES FOR ABSENCE AND PLAGIARISM**
Students are not allowed to miss more than one class session without justification.
17_M1_LI_BM_S1_CCO_MGT_641: BUSINESS GAME CAPSTONE
GLOBAL BUSINESS SIMULATION

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

COURSE OBJECTIVES
CAPSTONE is a three-day business simulation aimed at the following objectives:
To incorporate the challenges of business development into cross-functional decisions
To assess the relative importance of finance, marketing, R&D and management capabilities
To monitor team dynamics and reflect on one’s learning process and contribution

LEARNING OUTCOMES
After having taken this course participants will be able to:
Devise a competitive strategy and implement it
Identify drivers of managerial success
Optimize financial, marketing, R&D and management tools
Implement a total quality management program
Report on strategic capabilities

PREREQUISITES
Accounting, corporate finance, marketing and strategy fundamentals

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td>DEFINE A STRATEGY</td>
<td>STRATEGIC ANALYSIS</td>
<td>PRE-WORK</td>
</tr>
<tr>
<td>DAY 2 and 3</td>
<td>EXECUTE STRATEGY</td>
<td>FINANCE, MARKETING, PRODUCTION, RESEARCH &amp; DEVELOPMENT</td>
<td>STRATEGIC REPORT</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
COMPUTER-BASED SIMULATION

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>PRE-WORK</td>
<td>30%</td>
<td>COMPLETION OF REHEARSAL TUTORIAL AND ANALYSIS</td>
<td>3 WEEKS BEFORE SIMULATION</td>
<td>LO1 LO2</td>
</tr>
<tr>
<td>SIMULATION RESULTS</td>
<td>40%</td>
<td>6 MULTIPLE DECISION ROUNDS</td>
<td>DURING SIMULATION</td>
<td>LO3 LO4</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>30%</td>
<td>18 MULTIPLE CHOICE QUESTIONS ON SIM CONTENT</td>
<td>ON COMPLETION OF SIMULATION</td>
<td>LO5</td>
</tr>
</tbody>
</table>

READINGS
CAPSTONE TEAM MEMBER GUIDE
Due to increasingly varied communication channels and extending networks, students might easily get the opportunity to briefly present themselves and/or ongoing academic work to various stakeholders. The ability to promote oneself in a concise, but yet impressive and specific way is of paramount importance to business students who need more than ever to stand out from the crowd. In other words, pitching is a key competency that every student should discover, develop and hone.

Exercise pitching skills through 5 e-learning modules
Benchmark pitching skills within a small cohort of peers during evaluation session in order to apply pitching skills to real-world business challenges
Pitch in front of professionals

PREREQUISITES
TOEIC: 815

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Critical analysis</td>
<td>General aspects of critical thinking&quot;Critical thinking in pitching&quot;</td>
<td>None</td>
</tr>
<tr>
<td>Module 2</td>
<td>Verbal communication</td>
<td>Definition of pitch and building blocks Rhetorical Strategies Audience Role and Power of Language</td>
<td>Module 1</td>
</tr>
<tr>
<td>Module 3</td>
<td>Non-verbal communication</td>
<td>The power of nonverbal communication Body language Para-verbal : voice pitch, pace and volume</td>
<td>Module 2</td>
</tr>
<tr>
<td>Module 4</td>
<td>Salesmanship</td>
<td>Adjusting to your audience The power of asking: Reaching your objective</td>
<td>Module 3</td>
</tr>
<tr>
<td>Modules 5</td>
<td>Language accuracy</td>
<td>Syntax, Lexis</td>
<td>Module 4</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Self-paced video lectures created by EDHEC faculty
- Individual assessments and related feedback
- Collaborative feedback
### 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>Completion of E-learning modules and one-minute video</td>
<td>25%</td>
<td>Pass mark in each of the quizzes</td>
<td>Before evaluation session</td>
<td>Acquisition of concepts and techniques</td>
</tr>
<tr>
<td>Intermediate evaluation</td>
<td>25%</td>
<td>Production and evaluation of videos</td>
<td>October 2016</td>
<td>Proficiency in pitching</td>
</tr>
<tr>
<td>Oral evaluation</td>
<td>50%</td>
<td>3-minute pitch evaluated by professionals</td>
<td>November 2016</td>
<td>Proficiency in pitching</td>
</tr>
</tbody>
</table>

### READINGS

Web pages with videos and texts
References will be provided within the e-learning modules
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>
</tr>
<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

<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>group oral presentations and participation based on reading assignments and course presentations</td>
<td>In class</td>
<td>LO3, LO4</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

17_M1_LI_BM_S1_CCO_FLE_1651: ERASMUS 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.
Pouvoir faire face aux situations quotidiennes de la vie académique, sociale ou professionnelle.

OBJECTIFS D’APPRENTISSAGE
Interagir dans la vie quotidienne, dans des situations de la vie académique ou professionnelle
Comprendre des documents audio-visuels (informatifs ou fictionnels) en relation avec la vie courante ou l’actualité.
Exprimer des points de vue personnels sur des thèmes ayant trait aux études ou à des aspects sociaux et culturels.
Réaliser une présentation orale claire et structurée sur un sujet familier, académique ou professionnel.
Présenter un projet et élaborer des hypothèses, faire un compte-rendu.
Produire un texte narratif, informatif ou argumenté.

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>La vie en France : aspects pratiques</td>
<td>vocabulaire, situations de communication de la vie quotidienne</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parler de son environnement, de son parcours</td>
<td>le parcours scolaire et professionnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>les activités de loisirs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parler de ses projets</td>
<td>- présenter un projet professionnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- parler de l’avenir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actualités et médias</td>
<td>exprimer un point de vue sur un thème d’actualité</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>débattre, argumenter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connaissance de la vie culturelle française :</td>
<td>culture régionale, chansons, films, ou événements culturels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale</td>
<td>- présentations du pays d’origine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>comparaisons avec la France</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>récit des expériences</td>
<td></td>
</tr>
</tbody>
</table>

MÉTHODES PEDAGOGIQUES
Pédagogie de la tâche, telle que définie par le CECRL.
Documents authentiques extraits d’articles, chansons, documents audiovisuels d’actualité ou de fiction.
Activités issues des méthodes Rond-Point (éd. maison des langues), Tout va Bien (Clé International) et Echo (Clé International).
Sites web.
Documents multimédias disponibles sur la plateforme Blackboard.
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.

**MÉTHODES 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>

**LECTURES**

17_M1_LI_BM_S2_CCO_LAW_642: GOVERNANCE AND RESPONSIBILITY OF BUSINESS ENTERPRISE

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: BJORN FASTERLING

COURSE OBJECTIVES
This course provides a solid introduction to corporate governance and corporate responsibility from a management perspective taking an international and comparative approach. The first part deals with how business enterprises are organized, directed and controlled. A focus is placed on governance measures that address shareholder, employee and other interests of key stakeholders. In a second part, this course addresses the role business enterprises play in society, and more particularly, how business managers deal with societal and environmental impacts of business activity.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- build on a sound theoretical basis of current corporate governance and CSR debates
- make a well-founded and critical appraisal of business practices with regard to corporate governance and the social and environmental impacts of business activity.
- understand and broadly assess corporate responsibilities to respect human rights

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| 1 | Introduction | Course overview
Debate on the Objectives of business Enterprise
The objectives of governance systems | Read mallin C. (2012)
Corporate Governance; 4edition 2012 p 15-25 |
| 2 | Academic theories related to governance & Responsibility | Overview over agency, stakeholder, stewardship enlightened value maximization
transaction cost & political theories of the firm
| 3 | Board models, shareholders & Employees | Comparative overview over board models
(one tier, dual, separation of chairman/CEO or not, employee participation)
Dissociation of capital investment, risk exposure and influence
Role of institutional shareholders | Online quiz |
<p>| 4 | Famous corporate governance scandals | Governance issues are illustrated by focusing on governance failures: Enron, Parmalat, and other cases are discussed | Preparation of cases through one line quiz |
| 5 | Introduction to Business responsibilities | The emergency and emergence of the subject Examples of negative and positive impacts of business on society oyenvironment | Online quiz |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Details</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Business &amp; Human rights</td>
<td>Introduction on the corporate responsibility to respect human rights</td>
<td>Oneline quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human rights due diligence according to the UNGP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to remedy</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining business Responsibilities</td>
<td>CSR, instrumental theories such as shareholder value, creating shared</td>
<td>Oneline quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>value, instrumental stakeholder perspectives and alternative approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to explaining business responsibilities</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tutorial case studies on governance</td>
<td>Volkswagen-Porsche</td>
<td>Case preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Google</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tutorial case studies on B&amp;HR</td>
<td>Bisha Mine</td>
<td>Case preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Starbucks ethical sourcing</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tutorial case studies on responsibilities</td>
<td>Unilever &amp; BJ's BP</td>
<td>Case preparation</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**
- Lectures
- In-class debates
- In-class case studies
- Online quizzes

**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>40%</td>
<td>All</td>
<td></td>
<td>Critical Assessment of practices &amp; application of theoretical basis</td>
</tr>
<tr>
<td>Case study participation</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**

Books
- Crane et al. (2009), "The Oxford Handbook of Corporate Social Responsibility", OUP

Journal articles
Attendance at case study sessions is mandatory. Any unjustified absence will automatically lead to a penalty of 20% of the final grade.
17_M1_LI_BM_S2_CCO_FIN_4817: BIG DATA AND BUSINESS ANALYTICS

NUMBER OF HOURS: 30

SEMESTER 2

INTERNATIONAL PROGRAMME - 4 ECTS

COURSE COORDINATOR: FLORIAN PELGRIN

COURSE OBJECTIVES
The first section of this course aims to provide an overview of Big Data. Students will acquire an in-depth and practical understanding of the issues and tools of Big Data. In this respect, the objectives of the course are as follows:

Understand Big Data issues and their impacts: the business revolution, the technological framework and their disruptive impacts; identify the business potential related to Big Data
Provide a panoramic view of Big Data: its offerings, areas of research, its successful applications
Identify skills required and the related impact on the IT platform
Identify career opportunities

Provide an introduction to Business Analytics and Business Intelligence;
The second section of the course dives deeper into Business Analytics, inventories Big Data implications for different business fields (both industry-related and functional) and provides students with tools and methods to help them take advantage of business opportunities.

LEARNING OUTCOMES
After having taken this course participants will be able to have:
A general overview of Big Data problematic and its impacts;
A comprehensive understanding of the key issues;
A first expertise on ongoing changes in Business Analytics and Business Intelligence
A good understanding of the implications of Big Data analysis and interpretation for business
A first expertise of the exploitation and interpretation of Big Data
An overview of career opportunities and futures challenges in corporations

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></td>
<td>WHAT IS BIG DATA?</td>
<td>Definition and origins of Big Data, the 3V approach, the current disruptive approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The business and technological revolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The 3 domains of Big Data: Data HUB, Data Lab, Data Visualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career opportunities outlook: clients, start-ups, integrators, consulting firms, software editors</td>
<td></td>
</tr>
</tbody>
</table>
## Teaching & Learning Methods

The course will comprise 10 sessions of 3 hours (30h). Training materials include PowerPoint presentations in English, Word and PDF documents describing real life case studies based on real projects in different sectors, additional videos, and extended biography.
<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>60%</td>
<td>COURSE CONTENT</td>
<td>MAY 2017</td>
<td>ALL</td>
</tr>
<tr>
<td>TEAM WORK</td>
<td>40%</td>
<td>CASE STUDIES</td>
<td>DURING CLASS</td>
<td>SPECIFIC TO CASES</td>
</tr>
</tbody>
</table>
17_M1_LI_BM_S2_CCO_ACC_4841: COST ACCOUNTING & MANAGEMENT CONTROL
NUMBER OF HOURS: 30
SEMESTER 2
INTERNATIONAL PROGRAMME - 4 ECTS

COURSE OBJECTIVES
The course examines the principles and techniques which are concerned with providing financial information about a particular organisation to managers for an efficient running of business strategies. Cost and management accounting is the collection, analysis, dissemination and interpretation of information for managers of an organisation which will help them to make decisions, to make plans based on those decisions and to control their part of the organisation so as to try to ensure that the plans come to fruition.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Identify cost information;
- Use cost information to make short-term and medium-term decisions;
- Evaluate divisional performance by using relevant financial indicators;
- Cope with budgets and make sure that those budgets are actually achieved;
- Design management dashboards relevant with business strategies and perceive the crucial support of information technology on those dashboards to create lasting business value.

PREREQUISITES
Basic knowledge in financial accounting is an imperative prerequisite to this course, which encompasses an understanding of financial statements and accounting methods. Students who register to this course and who had not registered to the Financial Statement Analysis course in Semester 1 must take an on-line course consisting of an introduction to financial accounting.

Students should also be able to use basics Microsoft Excel including the PivotTable function.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.1 &amp; S1.2</td>
<td>Introduction</td>
<td>Purpose of Management accounting and Cost terms</td>
<td>Syllabus + Video 1</td>
</tr>
<tr>
<td>S2.1 to S3.3</td>
<td>Short-term decision making</td>
<td>CVP analysis – BEP Relevant costs for decision making Recap : case study</td>
<td>Reading + quiz + exercises</td>
</tr>
<tr>
<td>S4.1 &amp; S4.2</td>
<td>Info for decision making</td>
<td>Full costing: traditional and ABC</td>
<td>Reading + quiz + exercises</td>
</tr>
<tr>
<td>S5.1 &amp; S5.2</td>
<td>Divisional performance</td>
<td>Divisional performance measurement</td>
<td>Video 2 + quiz + exercises</td>
</tr>
<tr>
<td>S6.1 to S6.3</td>
<td>Budgeting</td>
<td>Operating and financial budgets</td>
<td>Reading + quiz + exercises</td>
</tr>
<tr>
<td>S7</td>
<td>Accounting for control</td>
<td>Variance analysis</td>
<td>Reading + quiz + exercises</td>
</tr>
<tr>
<td>S8.1 &amp; S8.2</td>
<td>Monitoring the budget</td>
<td>Dashboard, Information technology</td>
<td>Video 3 + reading + quiz</td>
</tr>
<tr>
<td>S19</td>
<td>Revision</td>
<td>Review session before final exam</td>
<td>Exercises</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
The pedagogical approach relies primarily on problem solving as the main pedagogical tool. Most of the course is interactive. Lectures are both in-class courses and web-based videos. Two-thirds of the course consists of tutorials where the teacher will...
expect students’ on-going commitment by discussing the solution of homework and through exercises and case studies. Students are asked to get prepared for the class discussion by working through the required material and by taking the online videos before attending the course.

The course deserves 100 to 120 hours of work.

<table>
<thead>
<tr>
<th>ASSESSMENT METHODS</th>
<th>% TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>25%</td>
<td>Individual MCQ</td>
<td>TBC</td>
<td>First sessions (TBC)</td>
</tr>
<tr>
<td>Work in Tutorials</td>
<td>25%</td>
<td>Teamwork done in-class</td>
<td>Collected at random</td>
<td>Topic of the involved session</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>Individual</td>
<td>See schedule</td>
<td>All course</td>
</tr>
<tr>
<td>Participation</td>
<td>10% bonus</td>
<td>To individual students very actively participating in most class discussions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**

Atrill & E. McLaney–Management Accounting for Decision Makers – Pearson (8th ed. 2015 or 7th ed. 2012)

The textbook is supported by a valuable online tutorial and assessment solution, MyAccountingLab, whose regular use is highly recommended.

The school electronic library provides an ebook version of this textbook.

**RULES FOR ABSENCE AND PLAGIARISM**

EDHEC Programme rules are applicable.

Attendance will be checked. Late students will not be accepted.

**READINGS**
Thanks to the impressive digitalization of organizations’ processes, information systems have become so diverse, ubiquitous and prevalent to the extent that they are fundamental to the success of any organization. They provide significant business opportunities for organizations but also present substantial challenges for organizations and executives to the extent that information systems have tremendous impact on organizations' bottom line. Indeed, the business history is replete with cases where failures in adequately managing information systems led organizations to collapse. Thus, it is important that executives and managers make sense of the breadth, depth and complexity of information systems in order to leverage them for business success.

This is an introductory course of the management of information systems to undergraduate business school students. It aims to help you making sense of information systems and understand the degree to which they are essential in pursuing organizations’ business goals. More precisely, the main objective of this course is to empower the students with the key knowledge and the crucial skills needed in order to be successful in using and getting the most out of information systems. The bottom line is to mobilize information systems so as to make key decisions that are intended to serve organizational and business purposes of efficiency and efficacy.

Upon successful completion of the course, the students should be able to:
1. Understand the role and the importance of information systems for reaching the strategic purposes of organizations
2. Comprehend the technical foundations of information systems such as data base management systems
3. Use Information Systems such as Enterprise Resource Planning Systems to enhance decision making

The students are expected to have an exhaustive understanding of the key concepts and methods of the Strategic Management and Organizational Behavior courses.

The Information Systems course will cover six key lessons:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information Systems in a digital world</td>
<td>Introduction to IS, social business</td>
<td>Read chapters 1 and 2 on My IS Lab</td>
</tr>
<tr>
<td>2</td>
<td>Information Systems, organizations and strategy</td>
<td>How do IS participate to the creation of competitive advantage</td>
<td>Read chapter 3 on My IS Lab</td>
</tr>
<tr>
<td>3</td>
<td>IT infrastructure and emerging technologies</td>
<td>IT infrastructure, cloud computing</td>
<td>Read chapter 5 on My IS Lab</td>
</tr>
<tr>
<td>4</td>
<td>Foundations of Business Intelligence: Databases and Information Management</td>
<td>Database management systems Business intelligence</td>
<td>Read chapter 6 on My IS Lab</td>
</tr>
<tr>
<td>5</td>
<td>Achieving Operational Excellence and Customer Intimacy: Enterprise Applications</td>
<td>Enterprise Resource Planning</td>
<td>Read chapter 9 on My IS Lab</td>
</tr>
<tr>
<td>6</td>
<td>Enhancing Decision Making</td>
<td>Analytics and executive support systems</td>
<td>Read chapter 12 on My IS Lab</td>
</tr>
</tbody>
</table>
The course will also integrate the use of an Enterprise Resource Planning Systems through the SAP technology. This will be enabled by a serious game called ERPSim.

**TEACHING & LEARNING METHODS**

This course aims at reaching its objective by providing the students with a unique experience where they can learn, use and practice information systems in order to reach critical business goals.

The class logic is based on the students’ active engagement in their own learning. This is expected to make the class an enjoyable and moment while enabling the students to boost their skills in information systems.

The students will have the obligation to engage in the course in three ways:

**Before coming to class:**

Every student has to come prepared to class by reading the book chapter(s) associated to the lesson in question. This first step is immensely important as the key objective of the course is not to cover the theoretical material but to help the students think, analyze and practice information systems.

**During class:**

Class sessions are generally 2-hours long. They are structured as it follows:

- **Theory Brief:** this first part seeks to make sure that the students understood the key concepts and to discuss the key frameworks associated with the lesson
- **Practicing Information Systems:** during the second part, the students will face a business challenge that needs to be solved in teams by relying on information systems (please refer to the last section on the ethical conduct of work in teams)
- **After class:**

Every student has to log to My MIS lab and the complete the assigned exercises

<table>
<thead>
<tr>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>1. Solving business issue through IS</td>
</tr>
<tr>
<td>2. Individual Contribution</td>
</tr>
<tr>
<td>3. ERPSim Simulation</td>
</tr>
<tr>
<td>4. Final Exam</td>
</tr>
</tbody>
</table>

**READINGS**


**RULES FOR ABSENCE AND PLAGIARISM**

Presence is mandatory as the learning outcomes are based on the students’ engagement. Every student has to individually engage in the course.

All the students will have to respond to a mandatory and confidential survey where they will assess their teammates’ engagement in the collective effort. Thus, free-riders are warned that they will be detected.

If the absence of individual effort is confirmed, free riders will have a zero in their grades based on team work. Any detection of any kind of plagiarism will lead to a grade of zero and to disciplinary sanctions.
This course covers operations management as the activity of managing the resources, which are devoted to the production and delivery of products and services. All organizations really do have an operations function therefore, operations management is relevant to every organization. All managers are operations managers because all managers manage processes to produce outputs.

In this course, the different aspects of operations management will be covered, from the design over the planning and control till the improvement and quality management. Operations management provides both a strategic perspective, striving to improve quality, customer service and competitive success, and a practical perspective, examining the practical issues which organizations face on a day-to-day basis.

**LEARNING OUTCOMES**

After having taken this course participants will be able to:
- Understand the dynamics of operations strategy and management
- Be aware of the various manufacturing technologies and their purposes
- Manage processes and operations and decide which approach is appropriate in what situation
- Apply basic quantitative and qualitative problem-solving techniques in operations

**PREREQUISITES**

None

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>What is operations management? Operations management is important in all types of organization The input–transformation–output process</td>
</tr>
<tr>
<td>2</td>
<td>Process and product design</td>
<td>The design of products and services Layout and flow</td>
</tr>
<tr>
<td>3</td>
<td>Managing the operation (1)</td>
<td>Inventory Management Capacity management</td>
</tr>
<tr>
<td>4</td>
<td>Managing the operation (2)</td>
<td>Supply chain management Planning and control</td>
</tr>
<tr>
<td>5</td>
<td>Improving the operation</td>
<td>Total quality management Lean management</td>
</tr>
<tr>
<td>6</td>
<td>Operations management at the core</td>
<td>Overview of the course</td>
</tr>
</tbody>
</table>
TEACHING & LEARNING METHODS
Lecturers, exercises and assignments combined with problem based case 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>Case study preparation and class debate/presentations</td>
<td>30%</td>
<td>Individual participation during class + case assignments</td>
<td>Throughout the semester</td>
<td>Preparation involves not just thorough analysis, but also developing a personal position on the questions raised for the assignment</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
<td>Mid Term Exam (MCQ)</td>
<td>Will be communicated</td>
<td>Closed-book mid-term exam – understanding and application of tools and concepts presented in class</td>
</tr>
<tr>
<td>Individual exam</td>
<td>50%</td>
<td>Individual</td>
<td>At the end of the semester</td>
<td>Closed-book exam – understanding and application of tools and concepts presented in class</td>
</tr>
</tbody>
</table>

READINGS

Textbook
Essentials of Operations Management
Authors: Nigel Slack, Warwick Business School, Warwick University, Alistair Brandon-Jones, University of Bath and Robert Johnston, Warwick Business School, Warwick University
Publisher: Prentice Hall Copyright: 2011

The book can also be found online on http://lol.univ-catholille.fr/fr/re2?ress=eBooks.
The students will learn how the legal environment impacts managerial decision-making. This course is not based on a technical approach of legal issues, but favours both institutional and organisational visions of how law matters for business strategy and operations.

After having taken this course participants will be able to understand and integrate into managerial practice:
- The influence of legal environments on various key-issues for companies;
- The reasons why companies might choose a specific national legal environment in a multi-national and competitive globalised environment;
- The limits of this “legal shopping”;
- The way companies can create different kind of value through an enhanced “legal intelligence”;
- The way companies can destroy value because of illegal decisions or poor legal management;
- Managerial duties, liability (criminal and civil), leadership ethics.

Ability to read French language;
Fundamental notions in law;
Good understanding of the global economy issues;
Basic notions in organisational studies.

Multi-national legal environments and business opportunities
From competition between national legal environments to legal shopping
Limits of legal shopping

Value creation and value destruction because of (lack of) legal intelligence
How to create value through legal intelligence
How to destroy value through illegal decisions
Compliance management as value creation

Managerial responsibility: duties and responsibilities
Managerial duty and liability (civil and criminal)
From legal liabilities to ethical responsibilities of managers
Conclusion: round-table with General Counsels.

The course is based on two types of sessions: lectures and workshops. Numerous case studies will be used; students will have to prepare these cases, through information research and analysis.

Oral participation (50 %) and final exam (case study) (50 %)

Constance Bagley, Winning legally, Harvard Business Press, 2005. Numerous references of articles will be given during the course.
The course addresses the following questions: what is the importance and what are the barriers to innovation? How to generate an idea and implement it in order to capture the value created? As a manager -whatever the context, how to manage innovation in the long run?

Successful innovation is not about inventing products ... it is about bringing new solutions, services, processes, business models to customers who will value and pay for it !

In this course, we will use many real business situations from various industries and settings in order to develop your innovative senses and capabilities!

In particular, you will participate in a challenge during which you will work in teams to solve real business cases provided by operational managers from 20+ companies (ex: Decathlon, Groupe SEB, Carrefour, Casino, Dassault Systemes, Ubisoft, L’Oreal, ...)

After having taken this course participants will:

- Understand the value of innovation at society, company and personal levels
- Be familiar with the process and the main steps of an innovation initiative (and the most common mistakes to avoid...)
- Have started to develop the capabilities to innovate and the ability to manage innovation
- Know how to analyse a business model and how to face a disruption (innovation strategy)
- Have practiced on a real case during the “EDHEC Open innovation challenge” (Go through the 3 phase of Observation, Ideation and Validation)
- Be familiar with present key innovation topics such as : Design thinking, Lean startup, Open innovation, Crowdsourcing, big data, ...

### COURSE CONTENT

#### WEEK | TOPIC | CONTENT | PREPARATORY WORK
--- | --- | --- | ---
Session 1 | Introduction | Innovation purpose and difficulties (plenary) | Watch video of Pranav Mistry (6th sense) on ted.com
| | | Experimentation (workshop) | http://www.ted.com/talks/lang/eng/pranav_mistry_the_thrilling_potential_of_sixthse
nse_technology.html
Session 2 | Observation | Innovation Process and Design thinking (plenary) | Watch video of Tim Brown on ted.com
| | | | Company / case selection and team constitution

### PREREQUISITES

Course on “Strategic Management”.

---

**COURSE OBJECTIVES**

**LEARNING OUTCOMES**
### Session 3
**Ideation**

Challenge (Workshop) : Synthesis + Creativity methods + preparation of first presentation to manager

- Observations / insights collection based on Brief (Challenge)

### Session 4
**Validation**

Challenge (Workshop) : Lean Startup + Customer validation interviews + Business Model + Pitch

- Presentation of preliminary results to managers

### Session 5
**EDHEC Open Innovation Challenge**

Challenge (Workshop with managers) : recommendations finalization + Pitch competition

- Customer validation interviews

### Session 6
**Netflix case**

Business model ; Innovation strategy

- Assignment to submit by group (answers to 3 questions on the case)

### Session 7
**Innovation Management**

How to manage innovation successfully at a company level (culture, organization, ...) ? (plenary)

- Watch video of Chris Anderson (Crowd accelerated innovation)
  

### Final
**Challenge Final**

Challenge final (only for 40 qualified students)

- Improve recommendations

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## TEACHING & LEARNING METHODS

The course includes various pedagogical tools: lectures, videos, business articles, books, business case studies, an innovation challenge based on real cases, ...

The approach is centred on “Learning by doing”.

## 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>EDHEC Open Innovation challenge</td>
<td>25%</td>
<td>Group and Individual performance throughout the Challenge</td>
<td>From Feb to April</td>
<td>Interactions with managers on a real business case</td>
</tr>
<tr>
<td>Group project (team of 6 students)</td>
<td>25%</td>
<td>Assignment on Netflix case</td>
<td>April (deadline TBC)</td>
<td>Capability to analyse and build recommendations on a business case</td>
</tr>
<tr>
<td>Final Exam (individual)</td>
<td>50%</td>
<td>Case extracted from the course book + questions</td>
<td>May (date TBC)</td>
<td>All course content</td>
</tr>
</tbody>
</table>

## READINGS

Compulsory (course book) :

Recommended :

17_M1_LI_BM_CLA_S2_CCO_MGT_652: PROJECT MANAGEMENT

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: CHRISTINE COISNE

COURSE OBJECTIVES
CESIM PROJECT is a team-based, interactive project management simulation which allows participants to experience the dynamics of project management within a broader multi-project program with many cross-project dependencies. The role of each team member is to manage a project and the goal of the team is to complete a program that consists of two or more projects. Through careful planning and execution, teams must complete the program while complying with quality requirements, budget constraints and schedules.

Participants acquire practical experiences in teamwork and problem solving; their competitive spirits are enhanced in a collaborative program and project management environment.

LEARNING OUTCOMES
To develop capabilities in identifying & analyzing key variables that influence the successful completion of a program and interlocking projects.

To increase awareness of the complexity of operating in a diverse team with a common goal of completing a program.

To encourage formulating, implementing, and adapting strategies with a focus on avoiding bottlenecks and impediments in progression of the project within a program.

To enhance fact-based analytical decision-making by linking the use of resources to bottom line performance.

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>Day 1</td>
<td>Simulation part 1</td>
<td>3 consecutive rounds</td>
<td>Read case and decision making guide</td>
</tr>
<tr>
<td>Day 2</td>
<td>Simulation part 2</td>
<td>3 consecutive rounds</td>
<td>Analyse results and adjust decisions for program completion</td>
</tr>
</tbody>
</table>

The simulation is fully browser-based and requires no software downloads.

TEACHING & LEARNING METHODS
Simulation - Experiential learning – Learning by doing

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>Simulation score</td>
<td>40%</td>
<td>Team results after 6 consecutive rounds</td>
<td>Days 1 &amp; 2</td>
<td>All</td>
</tr>
<tr>
<td>Knowledge</td>
<td>60%</td>
<td>Individual examination</td>
<td>Mid-term exam session</td>
<td>All</td>
</tr>
</tbody>
</table>

READINGS
**COURSE OBJECTIVES**
Vertiefung der allgemeinen Deutschkenntnisse
Verbesserung der praktischen Kommunikationsfähigkeiten
Erweiterung wirtschaftsbezogenen Wortschatzes und wirtschaftsbezogener Themen

**LEARNING OUTCOMES**
Werbungen und Werbestrategien verschiedener Art zu analysieren und zu interpretieren
Eine Werbekampagne auszuarbeiten
Vor- und Nachteile des Sponsoring beschreiben zu können
Die deutsche Messewirtschaft und deren gesamtwirtschaftliche Bedeutung zu verstehen
Die vielfältigen Zielsetzungen für eine Messebeteiligung von Ausstellern und Besuchern zu verstehen

**PREREQUISITES**
<table>
<thead>
<tr>
<th>WOCHE</th>
<th>THEMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing – Der Marketing-Mix (Variationen)</td>
</tr>
<tr>
<td>2</td>
<td>Marketing – Der Marketing-Mix (Variationen)</td>
</tr>
<tr>
<td>3</td>
<td>Werbung</td>
</tr>
<tr>
<td>4</td>
<td>Werbung – schriftliche Prüfung</td>
</tr>
<tr>
<td>5</td>
<td>Eventmarketing</td>
</tr>
<tr>
<td>6</td>
<td>Eventmarketing - Guerillamarketing</td>
</tr>
<tr>
<td>7</td>
<td>Mündliche Prüfung</td>
</tr>
<tr>
<td>8</td>
<td>Messen</td>
</tr>
<tr>
<td>9</td>
<td>Messen</td>
</tr>
<tr>
<td>10</td>
<td>Schriftliche Prüfung</td>
</tr>
</tbody>
</table>

**COURSE CONTENT**
Praktische Übungen, Internetrecherchen, Hörverständnisübungen, Spiele, Simulationen, Ergänzende Lernmaterialien auf der Lernplattform Blackboard

**TEACHING & LEARNING METHODS**
Praktische Übungen, Internetrecherchen, Hörverständnisübungen, Spiele, Simulationen, Ergänzende Lernmaterialien auf der Lernplattform Blackboard

**ASSESSMENT METHODS**
4 Noten pro Semester (4 x 25 %):
2 schriftliche Noten
1 mündliche Note
1 Mitarbeitsnote

**READINGS**
Wirtschaftswoche (http://www.wiwo.de)
Deutsche Welle (http://www.dw-world.de)
Focus (http://www.focus.de)
Tatsachen über Deutschland (http://www.tatsachen-ueber-deutschland.de)
17_M1_LI_BM_S2_LVX_LV2_ESP_3608: ESPAGNOL LV2

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: ALEXANDRE CARON

COURSE OBJECTIVES
Confrontar al estudiante al lenguaje del mundo de la empresa y la interacción entre ésta y sus consumidores. Adquirir el vocabulario y las capacidades lingüísticas necesarias para negociar en un entorno intercultural. Aprender a conocer el IBEX 35 y cotizar en la Bolsa de Madrid. Dar los conocimientos necesarios sobre la selección, la captación y la contratación en el contexto empresarial, así como las relaciones posteriores con compañeros y superiores. Trabajar sobre la actualidad y tener una reflexión enriquecida.

LEARNING OUTCOMES
Al final del curso, el estudiante será capaz de:
Confrontarse al mundo laboral español y latinoamericano;
Negociar, organizar reuniones de trabajo en un entorno intercultural (América latina);
Debatir sobre temas diversos y expresar sus opiniones de manera muy rigurosa (nuevos métodos para debatir: speednetworking...)

PREREQUISITES
Nivel B2-C1 (CEFR).

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>Clase de vuelta.</td>
<td>Vuelta sobre el año 2015 + Quizz de conocimientos económicos</td>
<td>Preparación de los ejercicios</td>
</tr>
<tr>
<td>2</td>
<td>Bolsa de Madrid / Buenos Aires / México</td>
<td>Análisis / Comentario de textos + vocabulario específico (jerga financiera)</td>
<td>Presentación e inscripción al juego en línea «La Bolsa virtual»</td>
</tr>
<tr>
<td>3/4</td>
<td>Negociación Intercultural</td>
<td>Trabajo preparatorio a la negociación intercultural: Aprender a negociar en un entorno intercultural (estrategias + protocolos)</td>
<td>Lectura de textos + Visionado de vídeos</td>
</tr>
<tr>
<td>5/6</td>
<td>El sector de la Distribución 1</td>
<td>El caso Mango</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Taller creativo</td>
<td>Speednetworking</td>
<td>Preparación del examen oral</td>
</tr>
<tr>
<td>8/9/10</td>
<td>Examen oral: Simulación de negociación intercultural</td>
<td></td>
<td>Preparación del examen escrito</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Se planteará un curso estructurado en sesiones interrelacionadas, tanto en el plano de los conocimientos económicos como en el lingüístico.
Se tratará en las clases con la misma intensidad la lengua oral y escrita, la comprensión y la expresión, la creación y la
El planteamiento del curso deberá ser interactivo, mezclando el trabajo sobre documentos escritos y audiovisuales, individual y en grupos, los debates, las exposiciones orales...

### 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>Escrito</td>
<td>25 % + 25%</td>
<td>dos notas (25% cada una)</td>
<td>Duración variable</td>
<td>Comprensión y expresión escrita.</td>
</tr>
<tr>
<td>Oral</td>
<td>25%</td>
<td>Una nota (25% cada una)</td>
<td>Duración variable</td>
<td>Comprensión y expresión oral.</td>
</tr>
<tr>
<td>Participación</td>
<td>25 %</td>
<td>participación durante las clases</td>
<td></td>
<td>expresión oral.</td>
</tr>
</tbody>
</table>

### READINGS

Los estudiantes recibirán al principio del semestre un manual creado especialmente para ellos. También recibirán un acompañamiento elearning especial en Blackboard®.
17_M1_L1_BM_S2_LVX_LV2_HEB_3612: HÉBREU LV2

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: ILANIT BEN-DOR DERIMIAN

COURSE OBJECTIVES
Consolidation of lexical and cultural knowledge;
Preparing to expose an argumentative point of view;
good knowledge of the verbal system, particularly the irregular and defective verbs
Deepening of the grammatical forms (nouns with a following genitive prepositions and nouns with pronominal suffixes);
Readings and understanding texts from the press.

LEARNING OUTCOMES
After having taken this course participants will be able to:
understand the syntax, enabling the comprehension of various oral and written documents of medium difficulty;
Increasing capacities of oral and written communication: analyze, display and argument on a subject;
Correctly conjugating irregular verbs;
Deepen the knowledge of cultural aspects of Israel.

PREREQUISITES
Good practice in oral and written expression.

COURSE CONTENT
The course will be made of the following activities:
Learning a useful glossary to the main professional situations (understanding texts related to professional life, banking and business vocabulary);
Enlarging the lexical knowledge on a subject, using different supports (text, media, new technologies);
Structural exercises as well as written and oral activities on themes addressed in the course;
Deepening the knowledge of the verbal system, particularly the irregular and defective verbs;
Getting familiar with grammatical forms and nominal schemas (nouns with a following genitive prepositions and nouns with pronominal suffixes etc.);
Reading press articles (learning a vocabulary related to social issues).

TEACHING & LEARNING METHODS
From different texts:
Systematical approach of the vocabulary learnt in the texts;
Learning of the fundamental language structure;
Understanding written texts and general understanding of audio-visual materials;
Written and oral expression.

ASSESSMENT METHODS
Participation: 25 %
Oral assessment: 25 %
Written assessment: 25 %
Final written assessment: 25 %

READINGS
Manuel d’hébreu (niveau débutant) ; Manuel d’hébreu (niveau avancé) – Sonia Barzilaï et Mireille Hadas-Lebel, Ed L’Asiatheque
### COURSE OBJECTIVES
Situare l'Italia nel contesto internazionale: analisi dei principali settori dell'economia italiana. Che cos’è il made in Italy? Il management all’italiana. Imparare l’arte di negoziare con gli italiani

### LEARNING OUTCOMES
Al termine di questi corsi, gli studenti saranno in grado di:
- Sapere qual è il ruolo dell’Italia nel contesto internazionale
- Consolidare le loro conoscenze dell’economia italiana
- Negoziare con gli italiani
- Perfezionare l’espressione orale
- Essere al corrente dell’attualità italiana

### PREREQUISITES
Livello B2

### COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primo</td>
<td>Che cos’è il Made in Italy</td>
<td>Che cosa ingloba questa espressione? Nuove</td>
<td>Preparare il testo sulla contraffazione dei prodotti alimentari italiani</td>
</tr>
<tr>
<td></td>
<td>?</td>
<td>procedure per proteggere il marchio</td>
<td></td>
</tr>
<tr>
<td>Secondo</td>
<td>Discussione in classe. L'industria agroalimentare e l'esportazione</td>
<td>Studio di questo settore. Il made in Italy. Analisi di tabelle</td>
<td>Guardare il video di Saviano sulla contraffazione nel settore tessile</td>
</tr>
<tr>
<td>Terzo</td>
<td>Il settore tessile</td>
<td>Studio di tabelle. Esportazione. La contraffazione.</td>
<td>Studiare il testo: Manager umanisti</td>
</tr>
<tr>
<td>Quarto</td>
<td>Il management italiano</td>
<td>Differenze tra il nord ed il sud dell'Italia</td>
<td>Cominciare a preparare a casa il testo « Le differenze invisibili ». Prepararsi per il compito</td>
</tr>
<tr>
<td>Quinto</td>
<td>Compito in classe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sesto</td>
<td>Come negoziare con gli italiani?</td>
<td>Come sono visti i manager italiani all’estero. Come comportarsi durante una negoziazione</td>
<td>Traduzione dal francese all’italiano</td>
</tr>
</tbody>
</table>
## Settimo corso

### Esempi di manager di successo

Le scelte di Alessandro Benetton. Studio del testo. Commenti. Domande sul testo

Preparare articolo sull’occupazione delle donne e video sui giovani di oggi (i Neet). Preparare il tema dell’immigrazione e visionare video sull’immigrazione

## Ottavo corso

### Gioco di ruolo 1 e 2

Tema 1: L’occupabilità delle donne e dei giovani oggi (4 personaggi). Riunione. Tema 2: Riunione al centro di accoglienza di Lampedusa (4 personaggi)

Preparare il tema del turismo sostenibile. Imparare il vocabolario.

## Nono corso

### Gioco di ruolo 3

Riunione tema 3: Come sviluppare il turismo sostenibile in un piccolo paese del Sud (4 personaggi)

Preparare il tema del bullismo (4 personaggi)

Prepararsi per il compito

## Decimo corso

### Compito in classe + gioco di ruolo 4

Articoli di stampa, documenti audio e video. Minicasi, simulazioni, giochi di ruolo

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### TEACHING & LEARNING METHODS

Articoli di stampa, documenti audio e video. Minicasi, simulazioni, giochi di ruolo

### 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>2 compiti scritti</td>
<td>50 %</td>
<td>25 % ciascuno</td>
<td>1h/1h30</td>
<td></td>
</tr>
<tr>
<td>Orale</td>
<td>25 %</td>
<td>10 min</td>
<td></td>
<td>Giochi di ruolo</td>
</tr>
<tr>
<td>Partecipazione</td>
<td>25 %</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### READINGS

**Compulsory:** La stampa italiana : L’Espansione, L’Espresso, ItaliaOggi, La Repubblica

**Recommended:** Lo Stato dell’Italia », Il Saggiatore, Ed. Mondadori.


«Le management à l’italienne », F. Vidal.

«L’Italie », collection Guide d’affaire du CFCE.

«Communiquer avec ses partenaires européens », Christian Maréchal, Nathan.
**17_M1_LI_BM_S2_LVX_LV2_JAP_3613: JAPONAIS**

**NUMBER OF HOURS:** 15  
**SEMESTER 2**  
**INTERNATIONAL PROGRAMME - 2 ECTS**  
**COURSE COORDINATOR:** AKI KIUCHI

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**COURSE OBJECTIVES**
To understand Japanese used in everyday life and in business situations

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

- Use appropriate expressions and behaviours in business situations
- Read and understand written materials with specific contents concerning everyday topics
- Grasp summary information such as an newspaper headlines
- Listen and comprehend coherent conversation in everyday situations, spoken et near-natural speed, and follow their contents as well as grasp the relationships among the people involved

**PREREQUISITES**
Basic Japanese corresponding to the JLTP (Japanese-Language Proficiency Test) N4 or CEFR (Commun European Framework of Reference for Languages) A2/B1

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**COURSE CONTENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>New year’s celebration</td>
<td>Schedule ; attend someone coming to your company</td>
<td>Indicate in class</td>
</tr>
<tr>
<td></td>
<td>Business trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Life in Japan</td>
<td>Salary man</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Final exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**TEACHING & LEARNING METHODS**
Materials will be given in class.

**ASSESSMENT METHODS**
Assessment concerns what students have leaned in class and their outcomes. Details will be announced later, but it will be articulated on following 4 points:

<table>
<thead>
<tr>
<th>Writing 1</th>
<th>25</th>
<th>Writing given as homework in class</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Being able to use some kanji and write coherent sentences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing 2</th>
<th>25</th>
<th>Writing abstracts about topics that student have chose for the final exam</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Being able to use some kanji and write coherent sentences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation</th>
<th>25</th>
<th>Discussions and activities in class ; homeworks</th>
</tr>
</thead>
</table>
READINGS
indicated in class.

RULES FOR ABSENCE AND PLAGIARISM
Students are not allowed to miss more than one class session without justification.
COURSE OBJECTIVES

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>
</tbody>
</table>
### S6

**Strategic Planning and Non-Family Managers/Employees, Financial Considerations, Performance, and Valuation of the Family Business**

Integration of Non-family Members into the Family Business, Creating Commitment, Justice Perceptions, Performance studies, Financial and Emotional Value, Socio-emotional Wealth

### S7

**Corporate Governance and Professionalization in Family Businesses**

Effectiveness of boards, Designing of Family Governance, Family Council, Family Assembly, Family Constitution, Prevention of Conflicts between Family Members, Independent Directors in Family Firms

### S8

**Case study presentations**

Presentations and discussion of student groups’ work on the case study

### 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.
OBJECTIFS DU COURS
Acquérir un niveau intermédiaire à expérimenté en langue française tels que définis par le CECRL.
Pouvoir faire face aux situations quotidiennes de la vie académique, sociale ou professionnelle.

OBJECTIFS D’APPRENTISSAGE
Interagir dans la vie quotidienne, dans des situations de la vie académique ou professionnelle
Comprendre des documents audio-visuels (informatifs ou fictionnels) en relation avec la vie courante ou l’actualité.
Exprimer des points de vue personnels sur des thèmes ayant trait aux études ou à des aspects sociaux et culturels.
Présenter un projet et élaborer des hypothèses, faire un compte-rendu.
Produire un texte narratif, informatif ou argumenté.

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 PREPARATOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>La vie en France : aspects pratiques</td>
<td>vocabulaire, situations de communication de la vie quotidienne</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parler de son environnement, de son parcours</td>
<td>le parcours scolaire et professionnel, les activités de loisirs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parler de ses projets</td>
<td>-préserver un projet professionnel, parlant de l’avenir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actualités et médias</td>
<td>exprimer un point de vue sur un thème d’actualité, débattre, argumenter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connaissance de la vie culturelle française :</td>
<td>culture régionale, chansons, films, ou événements culturels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication orale</td>
<td>- présentations du pays d’origine, comparaisons avec la France, récit des expériences</td>
<td></td>
</tr>
</tbody>
</table>
MÉTHODES PEDAGOGIQUES

Pédagogie de la tâche, telle que définie par le CECRL.
Documents authentiques extraits d’articles, chansons, documents audiovisuels d’actualité ou de fiction.
Activités issues des méthodes Rond-Point (éd. maison des langues), Tout va Bien (Clé International) et Echo (Clé International).
Sites web.
Documents multimédias disponibles sur la plateforme Blackboard.
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

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>Écrit</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>Écrit 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>

LECTURES

M1 BUSINESS MANAGEMENT ELECTIVES
ACADEMIC YEAR 2016-2017
INDEX

17_M1_LI_BM_S1_EL1_FIN_4889: ARE LBOS EFFICIENT TOOLS TO CREATE VALUE FOR THE COMPANIES? --------------------------------- 3
17_M1_LI_BM_S1_EL1_MKG_617: CATEGORY MANAGEMENT ----------------------------------- 6
17_M1_LI_BM_S1_EL1_LAW_4905: COMPETITION LAW, ANTITRUST & MERGER REGULATIONS ----------------------------------------------- 9
17_M1_LI_BM_S1_EL1_CCS_3519: CREATIVE ECONOMY --------------------------------------------- 11
17_M1_LI_BM_S1_EL1_MGT_296: DECISION SCIENCES ------------------------------------------ 13
17_M1_LI_BM_S1_EL1_CCS_4862: ECONOMIE DES ARTS ET DE LA CULTURE ----------------------------------15
17_M1_LI_BM_CLA_S1_EL1_MGT_3545: EMOTIONAL AND RELATIONSHIP INTELLIGENCE 17
17_M1_LI_BM_S1_EL1_LAW_4906: EU INTERNAL MARKET LAW & TAX -----------------------------19
17_M1_LI_BM_S1_EL1_FIN_3981: FINANCIAL MARKETS ECONOMICS --------------------------21
17_M1_LI_BM_S1_ELE_4526: GMAT PREPARATION -----------------------------------------------23
17_M1_LI_BM_S1_EL1_MKG_1068: MARKETING CONSULTANCY ----------------------------------------25
17_M1_LI_BM_S1_EL1_CCS_616: POLITICA Y MEDIOS DE COMMUNICACION EN AMERICA LATINA ---------------------------------------------------26
17_M1_LI_BM_S1_EL1_MKG_1069: SALES TECHNIQUES -------------------------------------------- 28
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17_M1_LI_BM_S1_EL1_FIN_4889: ARE LBOS EFFICIENT TOOLS TO CREATE VALUE FOR THE COMPANIES?
NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: THIERRY BOURGUIGNON

COURSE OBJECTIVES
The outcome of global finance led to more intense competition inside modern capitalism, and to introduction of sophisticated tools in financial engineering.
In LBOs, professional actors look for increasing company value, after its purchase or transmission, using leverage means in legal, tax, or financial fields.
Certainly, some excess could be noted in the application of capitalism to some LBOs, yet it does relate more to excess of confidence in the market, than to the system itself.
Worldwide crisis reduced significantly the number of such operations, but economical revival should boost again company sales market.

LEARNING OUTCOMES
At the end, student should be able to:
value LBO within global context of financial market development, and to identify it amongst the various existing engineering processes
understand the set up and functioning process of a LBO, the actors, financial and tax issues at stake.
use holding, tax and financial set up, in simple example of application
value in a critical way the value added of LBO, its advantages and drawbacks in the modern capitalist system. Study some practical examples of LBOs.

PREREQUISITES
Basics in accounting.

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| 1- SITUATE | LBOs IN THE RECENT MARKET DEVELOPMENT | - Development between finance and engineering globalization  
- Recent history of LBOs in France  
- Definition: financial engineering frame: mechanism.  
- Market and LBOs: company purchases  
- Financial institution in the LBO process.  
FINANCING LBO BY EXTERNAL CAPITAL: financing titles | 2-1 CAPITAL INCREASE  
- ordinary and preference shares  
- priority titles, titles with priority dividends  
- Titles with access to capital ( ABSA, ABSAR, ABOSOC, ..)  
- Other titles |
| 2- UNDERSTAND AND PRACTISE | FINANCIAL AND LEGAL TOOLS | - Theoretical approach  
- Application and exercises |

Basics in accounting.
### Development of Companies and LBOs

- Theoretical approach
- Application, and exercises
- Group brainstorming
- Analysis of set LBOs: understand mechanism and stakes, diagnosis

### Financing by Internal Funds

- Self financing
- Dividend policy

### Financial Set Up with Leverage

- Legal leverage
- Financial leverage
- Tax leverage
- Social leverage

### Set Up Process

- Target
- Investors
- Lenders
- Counsels

### Financing LBOs

- Share capital
- Senior debts
- Junior Debts/ “Mezzanine”
- Other financing debts
- Other types of set up (MBO, MBI, BIMBO...)

### LBO Control Taking

- Capital investment
- Venture Capital
- Private Equity in France ("Risk Capital, development, transmission")

### Rules Contributing to Promoting Private Equity Capital

- Investment and companies cycle of life
- Capital seed
- Capital investment
- Capital development
- Capital Transmission”

### Offer in Capital Investment

- Organism
- Capital offers
- Functioning
- Sales

### Stock Market Introduction: Looking for External Funds

- Stock market
- Introduction process
- Control process
- Public Offers
- Other types of control
- Defence Strategies against hostile LBOs
- Other types of control: control blocs acquisitions

### Critical Valuation of LBOs Within the Recent Market Development

- Theories,
### Application and Exercises
- Group brainstorming
- Analysis of set LBOs: understand mechanism and stakes: diagnosis
- Compare different LBOs: their approach, strengths and weaknesses

### 4.1. Wealth
- Finance valuation with time
- Diversification of financial functions
  - Specialization of actors
- Transfer of wealth in time
- LBOs and Market
- Companies purchases

### 4.2. The Disputed Use of LBOs and reproaches
- Are there Management constraints to make short term decisions?
- Are other parties neglected?
- Study famous case: Michelin in 1999
- Is there disproportioned split of benefits?

### 4.3. The Inflation of LBOs before crisis
- Development of LBO average prices
- More aggressive financing structures
- Development of "in fine" debts

### Conclusions
- Are LBOs contributors of wealth creation, and are there specific conditions?

---

### Teaching & Learning Methods
Combine theoretical approach, practical exercises to test acquisition of knowledge.
Promote group work to stimulate active thinking on related subjects.
Study various topical cases to stick to reality.

### 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>70%</td>
<td>Questions &amp; Case study</td>
<td>1H30</td>
<td>Global understanding of LBO set up and tools</td>
</tr>
<tr>
<td>Course attendance &amp; interactions</td>
<td>30%</td>
<td>20%: % of total courses student attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%: participation and interactions in courses</td>
<td></td>
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</tr>
</tbody>
</table>

### Readings
- « Le commerce des promesses »: Pierre Noel Giraud
- Finance in 100 index cards (58 to 62 on LBO - Edition Ellipses)
- « Finance Cours, synthèses, applications DSCG »: (Groupe revue fiduciaire, Nathan) on LBO Part.
COURSE OBJECTIVES
This course deals with a specialization module in Marketing, specially wanted by Unilever a few years ago. The first objective is to help the students discovering the recent and non-well-known job of the Trade Category Manager (TCM), the relationship between the byers of the Mass Food Retail and the differences between Product Manager and TCM (and not only with the Unilever way). The second objective is to give the idea to apply for a traineeship as a TCM (especially at Unilever) and not only to apply for Junior Product Manager.

This course will be taught in FRENCH.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand how the Mass Food Retail works, and especially the relationship between the suppliers and the Mass Food Retail byers
Compare the objectives of a Product Manager and a Trade Category Manager
Be able to analyse a Category Management situation and to make creative proposals as a Trade Category Manager

PREREQUISITES
Marketing Management

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></td>
<td>This first session is divided in two parts : The seminary is launched by our Unilever contacts. They present Unilever and the objectives of a Trade Category Manager working at Unilever. Unilever presents the actual case studies they propose to the students</td>
<td>-</td>
</tr>
</tbody>
</table>
| 2    |       | Session 1 with Lecturer Mélanie Lemonnier 
Introduction about the Mass Food Retail and its issues, and about the consumer & retail panels 
Explanation about the Unilever case studies (what is expected) 
Brief on the mid-term exam « identity card of a retail banner and its promotions » | The students have to build working groups of 4 or 5 + they have to express their choices for the retail banner they want to analyse, and the Unilever case study they want |
<p>| 3    |       | Visit of a Auchan store by the students | - |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Details</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Session 2 with Lecturer Mélanie Lemonnier</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Oral presentation by the two best groups for the mid-term exam “identity card”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Session about merchandising keys, supply chain issues, Mass Food Retail promotions</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Session 3 with Lecturer Mélanie Lemonnier (course + tutorials)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td><strong>Session about the Trade Category Manager issues</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutorial with the students in working groups, to discuss with the lecturer about their Unilever case study, to help them one more time understanding in a practical way what is expected</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Defence of the best Unilever case studies (10-15 minutes per group) with the lecturer and our Unilever contacts as a jury, with all the students working groups listening, and with oral feedback of the jury after each presentation.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>The students have to prepare themselves to this defence.</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**

Theory compared with experiences of the lecturer when she was Trade Category Manager and/or Buyer, and with added examples of others firms.

Working on case studies given by Unilever, to use this new knowledge.

**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>One mid-term exam (group project)</td>
<td>25%</td>
<td>The students groups have to analyse and present on few slides the “promotional identity card of the retail banner (Auchan, Carrefour, Leclerc, etc.) they have to study for the Unilever case. The 2 best cases are allowed to have a defence in front of the lecturer and the others students, with</td>
<td>They sent their presentation before the session 2</td>
<td>A real knowledge about the promotional organization of the retail banner they had to analyse (how many stores and sizes in France? how the loyalty program does work? what are the specific promotions used? etc.), in order to use it in their Unilever case study.</td>
</tr>
<tr>
<td>One final exam (group project)</td>
<td>75%</td>
<td>The students groups have to work on a Unilever case study and to analyse it in a specific retail banner (Auchan, Carrefour, etc.) context. They send their presentation by e-mail and the best cases are allowed to have a defence in front of the Lecturer + Unilever + the others students. The oral presentation give a bonus.</td>
<td>They sent their presentation after the session 3. An understanding of the differences between a Product Manager and a Trade Category Manager. The creativity of their promotional proposals to feet with the retail banner they had to analyse.</td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**

COURSE OBJECTIVES
What is the problem with Google? How do Governments fight against cartels? What does “free and fair” competition really mean?
To bring an answer to these questions (and many others), the course examines the fundamental provisions of EU competition law and policy. It covers the main aspects of modern antitrust law and its practice, such as vertical and horizontal anti-competitive agreements (cartels), abuses of a dominant position, merger control, per se prohibitions and unfair competition rules, as well as the jurisdictional aspects of EU competition law. It also refers to the role of economic analysis in this field and develops a comparative analysis between US and EU law, as well as between EU Member States. An overview of French competition law is also offered.
The course is recommended for all those who wish to participate in the LL.M. Law and Tax Management programme, but is open to all interested students.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the rules regulating the conduct of firms in a free market economy context;
Develop a legal reasoning in order to comply with antitrust law;
Deal with the main strategic issues arising from the enforcement of the EU (and French) competition rules.

PREREQUISITES
Basic knowledge in Business Law and in Microeconomics.

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>Introduction</td>
<td>What is competition (and competition law)? Introduction to competition law and policy. Basics of antitrust law and comparative analysis (EU, US, French law)</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>How to avoid trouble with anti-competitive practices?</td>
<td>Antitrust law: Anti-competitive agreements (cartels) - Abuse of a dominant position (EU and French law)</td>
<td>Case studies posted on Blackboard</td>
</tr>
<tr>
<td>3</td>
<td>What do “Vertical restraints” mean for business and distribution agreements?</td>
<td>The EU competition rules on vertical agreements. Vertical restraints for Internet Sales</td>
<td>Case studies posted on Blackboard</td>
</tr>
<tr>
<td>4</td>
<td>What is the trouble with mergers?</td>
<td>The merger control rules (EU law). Comparison with US law.</td>
<td>Case studies posted on Blackboard</td>
</tr>
<tr>
<td>5</td>
<td>An overview of French competition law</td>
<td>Per se prohibitions and Unfair competition rules under French law</td>
<td>Case studies posted on Blackboard</td>
</tr>
</tbody>
</table>
TEACHING & LEARNING METHODS
Course lectures - Case studies - Reading assignments - Videos. As much as possible, the teaching methods involve an interactive dialogue with the professor. Active participation of students is required.

<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>Class participation</td>
<td>25%</td>
<td>Based on case studies preparation</td>
<td>Each session</td>
<td>All</td>
</tr>
<tr>
<td>Written exam</td>
<td>75%</td>
<td>Based on (real) case studies</td>
<td>At the end of the course</td>
<td>All</td>
</tr>
</tbody>
</table>

READINGS
C. Collard and Ch. Roquilly, « Droit de l’entreprise », Partie 4 – Droit de la concurrence et de la consommation, Lamy, one annual update.
M1 BUSINESS MANAGEMENT ELECTIVES S1
2016-2017

17_M1_LL_BM_S1_EL1_CCS_3519: CREATIVE ECONOMY

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: FLORENT LY-MACHABERT

COURSE OBJECTIVES
As one of the most prevalent revolutions of the past century, globalization has deeper and deeper impacts on a growing number of fields. This course aims at understanding the impacts of globalization on cultural diversity and at gauging to which extent culture (or cultural dimension) can constitute a powerful growth lever for territories, people and companies.

LEARNING OUTCOMES
After having taken this course, participants will be able to:
understand the basic concepts associated with the course title
make a distinction between “Purple Economy”, creative industries & culture economy
articulate the “Purple Economy” with the sustainable development, the green economy, the orange economy, the blue economy...
identify the key Creative Economy issues in terms of economic growth and development

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Content</th>
<th>Preparator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A multidimensional cultural reality</td>
<td>Why and how has the modern economy forgotten the cultural dimension?</td>
<td>Compulsory readings</td>
</tr>
<tr>
<td>2</td>
<td>Crisis, globalization and culture</td>
<td>Geopolitical stakes of cultural diversity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Emerging Purple Economy &amp; development</td>
<td>True added value &amp; ethical outlooks</td>
<td>Case #1</td>
</tr>
<tr>
<td>4</td>
<td>A few key-concepts about culture</td>
<td>Focus on: cultural footprint, cultural value &amp; well-being, social ROI</td>
<td>Case #3</td>
</tr>
<tr>
<td>5</td>
<td>The “Purple Economy” on the move</td>
<td>Testimonies from the field</td>
<td>Case #5</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Multimedia lectures, class discussion, simulation, 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>Case studies</td>
<td>Sessions 3 to 5</td>
<td>LO2, LO3</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>
</tbody>
</table>

READINGS

COMPULSORY READINGS:

RECOMMENDED READINGS:


17_M1_LI_BM_S1_EL1_MGT_296: DECISION SCIENCES

NUMBER OF HOURS: 15

SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSECOORDINATOR: VINCENT VAN PETEGHEM

COURSE OBJECTIVES
Day by day, business managers are confronted with a wide range of problems, within a multinational and competitive market. Each business problem needs a decision and in many cases, these decisions are taken intuitively. However, in order to make sound decisions in business, managers should be able to understand and interpret (large amounts of) data and to base their decisions on the results of data analysis and model building. In this course, students will learn quantitative techniques and methods that will help them to make decisions in an organized fashion, fully capable of providing alternative paths and taking into account the risk of each alternative.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand a variety of quantitative methods;
Draw a decision tree and find the optimal decision;
Use linear programming for modelling business applications;
Apply the concept of sensitivity analysis;
Use spreadsheets for business analysis.

PREREQUISITES
Basic understanding of Excel.
This is a quantitative course, so no aversion to math and stats is necessary

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>Decision theory</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision making under uncertainty and risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modelling business problems</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Linear programming</td>
<td>Graphical representation</td>
<td>Online course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linear programming models</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integer programming</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sensitivity and risk analysis</td>
<td>Changes in objective function</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sensitivity report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shadow pricing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Simulation</td>
<td>Monte Carlo simulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Queuing theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Output analysis</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING & LEARNING METHODS
Lecturers, exercises and assignments combined with problem based case discussions. Most techniques and methods will be presented using Excel spreadsheets.

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>60%</td>
<td></td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
<td>Assignment 1</td>
<td>Week 3</td>
<td>LO1,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2</td>
<td>Week 5</td>
<td>All</td>
</tr>
</tbody>
</table>

READINGS
Textbook
Helbaek, M. and McLellan, B., Essentials of Management Science, Pearson Education;
Taylor, B.W., Introduction to Management Science, Pearson Education;
**17_M1_LI_BM_S1_EL1_CCS_4862: ECONOMIE DES ARTS ET DE LA CULTURE**

NB HEURES : 15  
SEMESTRE 1  
PROGRAMME INTERNATIONAL - 2 ECTS  
RESPONSABLE DU COURS : EMMANUELLE DANESI & GEORGES VANDALLE

### OBJECTIFS DU COURS
Peut-on parler d’une économie de la culture ? Une économie aux enjeux politiques ;  
Des acteurs publics et privés aux stratégies divergentes ;  
Un poids économique souvent minimisé : dépenses et création de richesse par secteurs et par acteurs.

### OBJECTIFS D’APPRENTISSAGE
A l’issue de ce cours, l’étudiant sera capable de :  
comprendre le poids économique que représente la culture en France  
percevoir les enjeux politiques de son économie  
définir les différents acteurs et leurs rôles

### PRE-REQUIS
Curiosité pour les arts et la culture.

### CONTENU DU COURS

<table>
<thead>
<tr>
<th>SEMAINE</th>
<th>SUJET</th>
<th>CONTENU</th>
<th>TRAVAIL PREPARATOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Présentation des acteurs de l’économie culturelle en France : l’emploi dans la culture et les arts, les chiffres clés par acteurs et secteurs professionnels</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Les acteurs publics</td>
<td>La tutelle protéiforme de l’état et ses différents rôles ; des acteurs locaux très présents à l’avenir incertain</td>
<td></td>
</tr>
</tbody>
</table>
| 3       | Les acteurs privés | Le poids du mécénat et son évolution  
Les industries culturelles et leurs stratégies | |
| 4       | L’économie du patrimoine | Définitions du mot patrimoine ; modes de gestion des structures patrimoniales ; importance économique de ce secteur ; articulation du patrimoine avec le tourisme | |
| 5       | Le marché de l’art | Présentation du cadre juridique et des acteurs spécifiques du marché de l’art ; l’évolution internationale des grands places du marché ; focus sur les ventes aux enchères en art contemporain. | |

### MÉTHODES PEDAGOGIQUES
### Méthodes d'évaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% de la Note Globale</th>
<th>Details</th>
<th>Durée</th>
<th>Objectif d'Apprentissage Évalué</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examen sur table</td>
<td>100%</td>
<td>Dissertation</td>
<td>2h</td>
<td></td>
</tr>
</tbody>
</table>

### Lectures

**Lectures Obligatoires :**

**Lectures Recommandées :**

Une bibliographie plus détaillée vous sera communiquée au début du cours sur Blackboard.
COURSE OBJECTIVES
Understand how self and others act and react
Develop emotional and relationship intelligences, key skills for communicating more assertively and efficiently that respects both parties.

Context:
No matter what kind of work you will do, you will always be in a relationship. Companies work with a bewildering array of top-up and top-down reports, cross-departmental communication, client contacts, team interactions, interaction with colleagues, etc. All these contacts hinge on both self-awareness and good relationship skills that ensue to be successful.

The private sphere, through sense of identity and self-awareness and management is deeply connected to the professional one. Research has conclusively shown that while IQ is the best indicator for educational status, Emotional Social Intelligence seems to be the best determinant of one’s level of personal achievement and success in most professions (Goleman 2006, Shoda, Mishel, & Peake 1990, Durlak & Weissberg 2007, Gottman 2002, Méténier, 2010).

As you may have already noticed, many organizations and individuals struggle with some of the following:
- Poor or toxic communication patterns,
- Ineffective or confusing communication,
- Low morale and positivity,
- Conflict avoidance or poor conflict resolution.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Become a communication facilitator in a personal and professional context, by being able to use their Emotional and Social Intelligence efficiently, having developed the ability to access, express and use emotions and strong points in a productive and assertive way.
- Develop their Relationships Intelligence to set clearer personal and professional goals, by being able to see things from another person’s perspective, to achieve and personal common goals, and to maximize one’s relationship.

PREREQUISITES
None

COURSE CONTENT
1. Self awareness and exploration (values, beliefs, drivers, identity, )
2. Emotions: the importance played by the emotions in any kind of interaction and relationship; spot them, recognize them in oneself and in others; learn to manage them
3. Relationship Intelligence and communication skills - perception, richness of diversity - Basic skills about Emotional Intelligence through your communication and leadership skills:
   - From Self to Others: grow relationship intelligence and gain efficient communication skills through the exploration of different perceptions, perspectives and representations;
   - Communication skills: the importance of both verbal and nonverbal communication - expressing efficiently and assertively - listening - feedback mastery (give and take) in interaction – constructive conversations
   - Dealing with conflicts (rather than avoid it or make it worst)
   - Stress on positivity
   - Making decisions, solve inner conflict by re-integrating parts ...
   - Dealing with change (change theory, change representations,...)
TEACHING & LEARNING METHODS
Active method with experiential exercises, debriefings along with some lectures

ASSESSMENT METHODS
Continuous assessment (quiz/ final report)

READINGS
«Emotional Intelligence 2.0 » Travis Bradberry & Jean Greaves
«Génération Q.E ». Christopher Haag et Jacques Séguéla (Français)
“Histoire personnelle, destinée professionnelle” Isabelle Méténier, Demos éditions , 2006.
17_M1 LI BM S1 EL1 LAW 4906: EU INTERNAL MARKET LAW & TAX
NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS

COURSE OBJECTIVES
After providing an introduction to the general principles of the European Union and European law, the course will focus on the functioning of the internal market and the mechanisms of taxation within the European Union.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the relevance of the EU and European law for business management;
Understand the institutional framework and the functioning of the European internal market;
Understand the concept of tax sovereignty and the EU market requirements
Understand the challenges of tax harmonization from the Member States’ point of view
Understand the current level of tax harmonization within the European Union

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>7 October, 14h-17h</td>
<td>EU and the Internal Market</td>
<td>Overview over the general principles of the EU and the functioning of the internal market.</td>
<td>Refresh your knowledge about the European institutions.</td>
</tr>
<tr>
<td>14 October, 14h-16h</td>
<td>Cases studies on the internal market</td>
<td>Case studies regarding the free movement of goods, services, establishment, capital and persons</td>
<td>Case study texts are posted on BB</td>
</tr>
<tr>
<td>28 October, 14h-17h</td>
<td>Treaties’ provisions in the field of taxation</td>
<td>Presentation and comparison of the mechanisms of taxation at the international level, at EU level and at the Member States level</td>
<td>Browse the tax reputation of the EU countries and identify any relevant ‘tax haven’</td>
</tr>
<tr>
<td>4 November, 14h-17h</td>
<td>Tax Directives and cases analysis</td>
<td>VAT, Royalties, Dividends, Savings, Exit tax: the EU rules of the taxation</td>
<td>Given in class</td>
</tr>
<tr>
<td>18 November, 14h-16h</td>
<td>Group work presentations</td>
<td>Student presentations on the internal market</td>
<td>Case tasks are posted on BB.</td>
</tr>
<tr>
<td>18 November, 16h-18h</td>
<td>Group work presentations + Closing lecture</td>
<td>Student presentations on taxation</td>
<td>Case tasks are posted on BB.</td>
</tr>
</tbody>
</table>
## 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, student presentations</td>
<td></td>
<td>Internal market: Group works are distributed after the first class on October 7 and are due for November 17. Tax regulation: Work given during 3rd in class session and due for November 17.</td>
<td></td>
<td>All.</td>
</tr>
<tr>
<td>Final exam</td>
<td></td>
<td>In class exam, case study</td>
<td></td>
<td>All.</td>
</tr>
</tbody>
</table>

## READINGS
Introduce the notion of interest rate of bonds, and the associated topics (actuarial rate, duration...) 
Show the absence of arbitrage principle and its consequence on the valuation of financial products 
Present the main characteristics of the most common derivatives and some of their practical applications

After this course, the participants will be able to:
Evaluate the value of a bond and assess its risk to a change in the interest rates 
Determine the forward value of the most common assets and financial products 
Understand the differences between the main derivatives and how to use them 
Assess the price of a derivative between its entry in portfolio and its maturity

Students are assumed to know and understand the basis notions of interest rate computation (different methods, compound interests, determination of present values & future values).

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonds</td>
<td>different categories of bonds; pricing of a bond; computation of yield to maturity; measurement of interest rate risk and sensitivity analysis; corporate bond vs government bond...</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Forward contracts, futures</td>
<td>absence of arbitrage principle; determination of forward rates and evaluation of FRAs; foreign exchange forward transactions description; contract on the 3M interest rate: use in hedging;</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Swaps</td>
<td>presentation, use of IRS and determination of the present value</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Options</td>
<td>generalities; strategies of packages with 2 or more options; valuations through the binary trees; options on interest rate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Credit Risk Derivatives</td>
<td>CDS contracts; securitizations, structured (sliced) transactions</td>
<td></td>
</tr>
</tbody>
</table>

Note: the schedule of the 15 hours is not fixed; it could be 5 sessions of 3 hours, or 3 session of 4 hours & 1 session of 3 hours.

The course will consist of interactive lectures. Theoretical concepts will always be illustrated by exercises and practical
examples.

**ASSESSMENT METHODS**
The course grade will be determined only on the final examination mark (70% exercises, 30% theoretical questions); duration: 2 hours.

**READINGS**
Basis:
To go further:
17_M1_LI_BM_S1_ELE_4526: GMAT PREPARATION

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: PETER DALY

COURSE OBJECTIVES
To familiarize the students with the different sections of the GMAT examination (Integrated Reasoning and the Analytical Writing Assessment, Quantitative section: problem solving and data sufficiency and Verbal Section: reading comprehension; sentence correction; critical reasoning).
To practice key test taking strategies to ensure the requisite GMAT score attainment
To work through typical GMAT questions in the various section

LEARNING OUTCOMES
To be familiar with all sections of the GMAT and be able to answer typical GMAT questions in each section
To have acquired key test taking strategies
To operationalise math and English language terminology of the GMAT
To take a full practice Kaplan test online in preparation for the GMAT examination

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GMAT/Quantitative Section</td>
<td>Introduction to GMAT test – Quant section emphasized</td>
</tr>
<tr>
<td>2</td>
<td>Problem Solving</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
<tr>
<td>3</td>
<td>Data Sufficiency</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
<tr>
<td>4</td>
<td>Data Sufficiency</td>
<td>Focus on practice problems, feedback, &amp; explanation</td>
</tr>
<tr>
<td>5</td>
<td>Quantitative Review</td>
<td>Combined practice (Problem Solving &amp; Data Sufficiency)</td>
</tr>
<tr>
<td>6</td>
<td>Quantitative Assessment</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
<tr>
<td>7</td>
<td>Integrated Reasoning</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
<tr>
<td>8</td>
<td>Analytical Writing &amp; Reading Comprehension</td>
<td>Instruction on essay writing. Intro to Verbal section – Focus: Reading Comprehension</td>
</tr>
<tr>
<td>9</td>
<td>Critical Reasoning</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
<tr>
<td>10</td>
<td>Sentence Correction</td>
<td>Test taking strategies &amp; practice problems</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures and in-class exercises
Class response on Socrative.com to guide feedback
Online support via Blackboard course – GMAT Preparation
Online support available on Kaptest.com (registration is free with book, mentioned below)

Students are strongly advised to buy the following book:
Kaplan GMAT Premier 2017 with 6 Practice Tests: book + online + DVD + mobile [2017 edition] (available from online retailers and in all good bookstores)

### 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>1-hour written exam</td>
<td>50% of final grade</td>
<td>Quantitative Section (Data Sufficiency &amp; Problem Solving)</td>
<td>Class 6</td>
<td>LO1, 2, 3</td>
</tr>
<tr>
<td>Kaplan Full test</td>
<td>50% of final grade</td>
<td>Full GMAT with all sections</td>
<td>At end of course</td>
<td>LO4</td>
</tr>
</tbody>
</table>

### READINGs

**RECOMMENDED READINGS:**
17_M1_LI_BM_S1_EL1_MKG_1068: MARKETING CONSULTANCY

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: DELPHINE VERCOUETRE

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand what constitutes good marketing research and how marketing decision support systems help marketing managers make better decisions.</td>
</tr>
<tr>
<td>Design problem definition to decision making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>After having taken this course participants will be able to:</td>
</tr>
<tr>
<td>understand the marketing research system</td>
</tr>
<tr>
<td>develop a research plan</td>
</tr>
<tr>
<td>distinguish between qualitative and quantitative research methods</td>
</tr>
<tr>
<td>extract findings from collected data and present them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students attending this course should have basic knowledge on consumer behavior and marketing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: Marketing consultancy The job Theory</td>
</tr>
<tr>
<td>Class 1 part 2: Your business Case The case: presentation + expectations</td>
</tr>
<tr>
<td>Class 2: Explore and Analyse the Data / Real situations Profile Analysis Brand Foot Print</td>
</tr>
<tr>
<td>Class 3: Story telling and stage the data How to stage the data</td>
</tr>
<tr>
<td>Class 4: You Business Case Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING &amp; LEARNING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The module is taught by a variety of techniques including lectures, case studies and tutorials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 % Final exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READINGS</th>
</tr>
</thead>
</table>
Presentar y profundizar en la política latinoamericana actual a partir de múltiples puntos de vista. Análisis de los medios de comunicación latinoamericanos y su relación con la política. Seguimiento de la actualidad y el debate sobre temas polémicos.

Al final del electivo, el estudiante será capaz de:
- Dominar las cuestiones políticas, económicas, sociales y culturales generales en el marco de los países latinoamericanos.
- Mantener un debate rico sobre la actualidad en el contexto latinoamericano.
- Conocer las relaciones entre el poder de la prensa y el poder político.
- Desarrollar un proyecto creativo en equipo con el objetivo de poner en práctica los conocimientos adquiridos en relación con la cultura, la política y la sociedad de los países latinoamericanos.

Nivel B1-B2 MCER en español, buenas competencias orales en español e interés por conocer las actualidades del mundo latinoamericano.

El programa puede desarrollarse en función de los deseos de conocimiento de los estudiantes. En todo caso, el contenido se divide en dos ejes principales:
- Política:
  - Presentación y debate sobre las cuestiones más interesantes de la zona geopolítica
  - Derechas e izquierdas en América Latina, dos vías, diferentes ambiciones (Santos, Macri, Peña Nieto, Correa...)
  - Movimientos sociales: las Madres de la Plaza de Mayo, los Tupamaros, la iglesia, los cartoneros, los zapatistas, los indígenas, Yo soy 132...
  - El problema de la seguridad y el control del Estado: la criminalidad, las FARC, los paramilitares, el narcotráfico, las maras, las favelas, las guerrillas...
  - Las políticas públicas: salud, recursos, armamento...Medios de comunicación:

Seguimiento de los temas polémicos de la actualidad (Florence Cassez, Arturo Cubillas, TEXACO – Ecuador, Caso Nisman...) y juego de rol basado en la relación entre la política y los medios de comunicación.

<table>
<thead>
<tr>
<th>SESIÓN</th>
<th>TEMAS</th>
<th>CONTENIDO</th>
<th>LOS TRABAJOS PREPARATORIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Medios de comunicación</td>
<td>Presentación de los temas, debates y estudios de casos sobre los medios de comunicación y la política.</td>
<td>Lectura de los periódicos de los países de América Latina.</td>
</tr>
<tr>
<td>2.</td>
<td>Política</td>
<td>Revisión de las cuestiones más importantes en relación con la actualidad política de América Latina.</td>
<td>Lectura de los periódicos de los países de América Latina.</td>
</tr>
</tbody>
</table>
### MÉTHODES PEDAGOGIQUES

CM, exposiciones, juegos de rol, debates, trabajo en equipo, interacción oral...

### MÉTHODES D'ÉVALUATION

<table>
<thead>
<tr>
<th>Evaluación</th>
<th>% de la nota total</th>
<th>Descriptivo</th>
<th>Duración</th>
<th>Objetivo de aprendiza evaluados</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test oral (Épreuve orale)</td>
<td>40%</td>
<td>Examen oral</td>
<td>15 min.</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td>Trabajo en equipo (Travail en équipe)</td>
<td>30%</td>
<td>Presentación</td>
<td>30 min.</td>
<td>LO1, LO4</td>
</tr>
<tr>
<td>Control contínuo (Contrôle continu)</td>
<td>30%</td>
<td>De trabajo, debates y participación</td>
<td>Todas las sesiones</td>
<td>LO2, LO3 y participación de grupo (Travaux, débats et participation)</td>
</tr>
</tbody>
</table>

### LECTURES

**LECTURAS OBLIGATORIAS:**
Periódicos de la órbita latinoamericana (Clarín, El Universal, Excelsior, La Nación, La República...)

**LECTURAS RECOMENDADAS:**

La evaluación se hará durante el curso. La asistencia es, por tanto, necesaria para aprobar.
17_M1_LI_BM_S1_EL1_MKG_1069: SALES TECHNIQUES

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: PHILIPPE BIANCHI

COURSE OBJECTIVES

Selling an idea, a project, a service or a product, is a universal and timeless business activity, as important in sales activity as in any management role in an organization.
This course aims at formalizing with the “sales cycle” best practices any attempt to sale in a business context.

LEARNING OUTCOMES

Modern version of “The Sales cycle” gives a universal tool box that each sales representative uses directly or indirectly in its daily interaction with prospects and clients.
Participants will acquire an academic method to prepare & drive a sales meeting successfully up to the closing. It will help participant sharing and organizing their first sales experience and better prepare them for future responsibilities in relation with sales activities.
This module is a bridge between the negotiation elective (Bachelor S2 Serie 3) and the Negotiation elective (M1 S2 Serie 2)

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT ROLE PLAYING SIMULATION</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing relationship</td>
<td>“Encounters of the Third Kind”</td>
<td>readings</td>
</tr>
<tr>
<td>2</td>
<td>Discovery Phase</td>
<td>“Beach Party”</td>
<td>readings</td>
</tr>
<tr>
<td>3</td>
<td>Arguing &amp; handling objections</td>
<td>“Last Chance”</td>
<td>readings</td>
</tr>
<tr>
<td>4</td>
<td>Presenting a price and concluding</td>
<td>“the student association”</td>
<td>readings</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS

Lectures, training workshops, video debriefing
For the video debriefing, we are using a new generation of digital studio, including double digital camera and a biometric sensor device.

ASSESSMENT METHODS

Part 1 – 50 % on participation and results obtained during workshops
Actual contribution to the role playing simulation is paramount in the participation note. It grants 50% of the participation note itself.

Additional points are earned when;
participants reach an agreement (succeed in the exercise) (1 to 5 points)
participants perform significantly better in their role than their peers (1 to 5 points)
Final participation note is scale to 18/20 for the best student and adjusted consequently for others.

Part 2 – 50% on a 10-15 pages report prepared by pair of students on the analysis of a business negotiation, either chosen from personal business experience or from publicly known business negotiations. Exclusively related to sales and purchasing agreements - the scale is;
2.5 points for the quality and richness of the topic and sources of information you selected (press articles, videos, emails …)
5.0 points for the academic references made between the sales process observed and the academic content / techniques studied during the elective
2.5 points for your appreciation and recommendation to make the sales better next time

**READINGS**

**Compulsory reading**
Sales Techniques By William T. Brooks

**Recommended**
How to win friends & influence people By Dale Carnegie
Edition Vermillion London - 2012 (original edition 1936)
COURSE OBJECTIVES
Most jobs offered by companies require the use of Excel to manage big amount of data and design complex functions. In this context, VBA appears to be the necessary tool any student should master so as to deal with such tasks.
The aim of the course is to enable students to learn how to use VBA for Excel to develop simple applications.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Write VBA code and design a small application for Excel.
Debug code and handle errors.
Understand object oriented programming.

PREREQUISITES
Good knowledge of Excel is required.

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>VBA environment Structure of a procedure</td>
<td>VB Editor, Project Explorer, Recording macros, Entering and editing code</td>
<td>Explore the VBA editor in Excel.</td>
</tr>
<tr>
<td>2</td>
<td>Using variables and constants, building new functions for excel</td>
<td>Declaring variables and constants, naming convention, methods, properties, variable types</td>
<td>Take a look at the variable types table given in session 1.</td>
</tr>
<tr>
<td>3</td>
<td>Loops Table variables</td>
<td>For/next, while/ wend. “With” statements. Storing several value in one variable</td>
<td>Understand how to declare and use variables.</td>
</tr>
<tr>
<td>4</td>
<td>Conditional statements User-form design</td>
<td>Conditional operators, Boolean type, Design a user form for VBA</td>
<td>Work on previous session’s exercises.</td>
</tr>
<tr>
<td>5</td>
<td>VBA Programming concepts Final project</td>
<td>Objects, parameters. Procedures, functions, advanced user-forms</td>
<td>Become comfortable with the use of variables and loops.</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
The sessions will be carried out in a computer room and will alternate between short lectures and hands-on exercises.
## ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises and participation in class</td>
<td>40%</td>
<td>Session 5 will be graded.</td>
<td>Session 5</td>
<td>Understanding of programming concepts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
<td>Exam</td>
<td>After the end of the course</td>
<td>Writing code and debugging ability</td>
</tr>
</tbody>
</table>

## READINGS


## RULES FOR ABSENCE AND PLAGIARISM

Presence at the 5 sessions is highly recommended to be successful at the final exam. Plagiarism will result in a mark of zero.