MSc ENTREPRENEURSHIP
ACADEMIC YEAR 2016-2017
# INDEX

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**INCUBATION MAJOR**

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MSc ENTREPRENEURSHIP
2016-2017

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INNOVATION MAJOR
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# ECTS CREDITS

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17_M2_LI_ENT_S1_CCO_MGT_835: NEW VENTURE CREATION

NUMBER OF HOURS: 12
SEMESTER 1
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: CLAIRE GATELY

COURSE OBJECTIVES
The purpose of this course is to introduce students to the specificities of entrepreneurial ventures in all their functions and to help them understand how these firms are created and managed. Topics will include:
The concept of entrepreneurship: economic, managerial, psychological approaches
The importance of entrepreneurship for the European and the international economy
Entrepreneurial process and strategies: human, financial, organizational aspects
Managing growth: aspects related to the entrepreneur, the firm, its strategy and its environment
- Firm creation and business planning

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the importance of entrepreneurship for the European and international economy today
Understand the main specificities of entrepreneurial ventures (economic, human, financial, organizational,…)
Understand the different forms of entrepreneurship
Understand the importance of research in entrepreneurship
Understand the structure of a feasibility study

PREREQUISITES
None

COURSE CONTENT

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<th>SESSIONS</th>
<th>TOPIC</th>
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<td>1 and 2</td>
<td>Importance of SMEs and entrepreneurship; economic, managerial and psychological aspects of entrepreneurship; Steve Achelis case;</td>
<td>For session 1: Read case &quot;Steve Achelis's vision&quot;; Prepare a one-page document containing a short biography, the reasons why you have chosen this course and where you see yourself in one and in five years. Join a picture of yourself Read the EU Green Paper on Entrepreneurship Prepare the entrepreneurship self-test</td>
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<td>Financial aspects of entrepreneurship; growth; Entrepreneurship in the EU; Green paper case.</td>
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Each group chooses a business idea, describes its market, and stresses its competitive advantage.

Each group chooses an article from the list and turns in a sheet with the article’s name. Topics will be distributed on a “first to ask - first served” basis.

Each group prepares a feasibility study (not more than 6 slides).

**TEACHING & LEARNING METHODS**
This course will be interactive and offer a blend of lectures, in-class exercises and case studies. All students will be expected to actively participate to the class.

**ASSESSMENT METHODS**

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**READINGS**
Suggested:
Frank Janssen (2009), Entreprendre, une introduction à l’entrepreneuriat, De Boeck

**RULES FOR ABSENCE AND PLAGIARISM**
In case of Absence, the student need to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate needs to be posted on Blackboard within 48h hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
COURSE OBJECTIVES
This course objective is to invite the students to consider EU as a large playground for their entrepreneurial ideas. Lille is right in the Center of Europe and 3 majors capitals are only 200 kilometres away.
From a macro point of view, students will understand what is EU, its challenges, its opportunities and theirs consequences on the EU entrepreneurs day to day life.
From a micro point of view, students will discover the local entrepreneurial ecosystems of major cities in Europe.

LEARNING OUTCOMES
At the end of this seminar, the students will:
Think global from the very beginning of their business venture (LO1)
Be able do quickly adapt to any local entrepreneurial environment in Europe (LO2)
Understand the EU decision making process (LO3)
Know how they can use the European Union to develop businesses (LO4)
Know the main ways in which they can interact with the European Union to develop these businesses (LO5)
Anticipate EU law and anticipate new business opportunities (LO6)
Understand how to raise EU public funds (LO7)
Meet entrepreneurs and decision makers involved in entrepreneurship at the European Union level (LO8)

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study trip</td>
<td>Immersion in Lille’s Entrepreneurial Ecosystem</td>
<td>Pre and post work</td>
</tr>
<tr>
<td>2</td>
<td>EU Ecosystem and entrepreneurs</td>
<td>Lecture: Presentation of the ecosystem</td>
<td>Pre-reading</td>
</tr>
<tr>
<td>3</td>
<td>Study trip</td>
<td>Immersion in Brussels’ Entrepreneurial ecosystem</td>
<td>Pre and post work</td>
</tr>
<tr>
<td>4</td>
<td>Study trip</td>
<td>Immersion in Paris’ Entrepreneurial ecosystem</td>
<td>Pre and post work</td>
</tr>
<tr>
<td>5</td>
<td>Study trip</td>
<td>Immersion in London’s Entrepreneurial ecosystem</td>
<td>Pre and post work</td>
</tr>
<tr>
<td>6</td>
<td>Study trip</td>
<td>Lecture: Case study</td>
<td>Pre-reading</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Reading
MSc ENTREPRENEURSHIP
2016-2017

Assessment Methods

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of the Total Mark</th>
<th>Details</th>
<th>Schedule</th>
<th>Learning Outcome Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignment</td>
<td>50 %</td>
<td>Individual</td>
<td>TBD</td>
<td>LO1 à LO8</td>
</tr>
<tr>
<td>Group assignment</td>
<td>50 %</td>
<td>Group work</td>
<td>TBD</td>
<td>LO1 à LO8</td>
</tr>
</tbody>
</table>

Rules for Absence and Plagiarism

Attendance is mandatory for the entire programme.
Any absence to an immersion study trip, if justified in advance, will result in a 0 grade for the corresponding assignment and an extra work will be assigned.
After 2 absences, students won’t validate the course ECTS pursuant to the Msc rules.
The entrepreneurial spirit is one of the most contagious virus! The purpose of this course is to give the opportunity to the students to meet real entrepreneurs, with very different backgrounds, very different personal stories, in various industries, and various countries to be inspired.

After having taken this course participants will be able to:
- See entrepreneurship as a reachable carrier option
- Have enriched their personal entrepreneurial project
- Have enlarged their network

Each presentation is made of:
- A personal presentation of the Entrepreneur him/herself
- A presentation of the business(es) launched
- One or two advices they would like to share with future entrepreneurs

Students will have the opportunity to meet entrepreneur on campus during the Msc classes or during the Friday Entrepreneurial Lunches.

In addition, students have to identify entrepreneurs they admire, contact them and lead interviews.

Assessment is made on attendance and participation.

Specified by each entrepreneur.
17_M2_LI_ENT_S1_SEM_CCS_834: BUSINESS ETHICS FOR ENTREPRENEURS

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: PIERRE-YVES NERON

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

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

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

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

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

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

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>(<a href="http://www.worldforum-lille.org/en/">http://www.worldforum-lille.org/en/</a>)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual assignment</td>
<td>The subject of the assignment will be posted on blackboard.</td>
<td>Students will have one week to submit their work on blackboard</td>
<td></td>
</tr>
<tr>
<td>100%*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*However invited professors may propose some modification of the procedure.
Compulsory readings for each of the MSc groups will be posted on Blackboard.
17_M2_LI_ENT_S1_CCO_MGT_4458: METHODS AND PRACTICE

NUMBER OF HOURS: 18
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: Claire GATELY

COURSE OBJECTIVES
The course provides a rigorous approach and methodology for effective business planning and business plan writing. It demystifies the business plan by shedding light on the key needs and expectations of its addressees (Business angels, VCs, customers, partners, etc.) and how to address them in a convincing and credible manner.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Conduct the business planning process end-to-end and use it as a tool to align the founding team
Write a business plan that stands out from the crowd and effectively serves its purpose (raise funds, set up partnerships, etc.)

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| 1       | BP writing (1) – principles and basics | The BP: purpose and typology  
Key principles for an effective BP  
Typical structures (sections, sequence)  
Traps and sandpits | NA |
| 2       | Entrepreneurial strategy (1) BP writing (2a) | From idea to opportunity  
Understanding the playground | NA |
| 3       | Entrepreneurial strategy (2) BP writing (2b) | Shaping the value proposition  
Developing the business model | Assignment to be put on blackboard |
| 4       | Entrepreneurial strategy (3) BP writing (2c) | Generating predictable, profitable revenue  
Scaling the business | Assignment to be put on blackboard |
| 5       | Operations plan (1) | The execution plan  
Organizing the business | Assignment to be put on blackboard |
| 6       | Operations plan (2) & wrap-up | Risk analysis  
Exit strategy  
Wrap-up | NA |
<table>
<thead>
<tr>
<th>TEACHING &amp; LEARNING METHODS</th>
<th>Lectures, group exercises, cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT METHODS</td>
<td>Business plan document: 70%.</td>
</tr>
<tr>
<td></td>
<td>Final presentation: 30%</td>
</tr>
<tr>
<td></td>
<td>Participation: bonus or penalty on the final grade, of up to 3 points out of 20.</td>
</tr>
<tr>
<td>RULES FOR ABSENCE AND PLAGIARISM</td>
<td>In case of Absence, the student need to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48h hours.</td>
</tr>
<tr>
<td></td>
<td>In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.</td>
</tr>
</tbody>
</table>
The course provides a rigorous and in-depth understanding of entrepreneurship marketing concepts and techniques. Its hands-on approach is especially designed to prepare students to assume upper-level positions within the entrepreneurial marketing function.

After having taken this course participants will be able to:
- Analyze and evaluate business & marketing opportunities
- Create marketing plans
- Apply the ability to communicate and make a professional customer or management presentations.

Students attending this course should have basic knowledge of marketing management, as developed in "Principles of Marketing" by Kotler & Armstrong

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Marketing Planning</td>
<td>Marketing Plan definition &amp; content</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Situation analysis &amp; Understanding your targeted consumers</td>
<td>Market research and analysis</td>
<td>Apply to a real case (in groups)</td>
</tr>
<tr>
<td>3</td>
<td>Segmentation, targeting &amp; positioning Marketing strategies and actions (4P's)</td>
<td>Strategic &amp; Operational Marketing decisions</td>
<td>Apply to a real case (in groups)</td>
</tr>
</tbody>
</table>

Lectures, group exercises, individual coaching

Continuous assessment

In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate needs to be posted on Blackboard within 48h hours.

In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
MSc ENTREPRENEURSHIP
2016-2017

17_M2_LI_ENT_S1_CCO_FIN_838: FINANCIAL PLANNING
NUMBER OF HOURS: 21
SEMESTER 1
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: CLAIRE GREVET

COURSE OBJECTIVES
Future managers must be skilled in using financial statements to make economic decisions. Two primary tools available to students are the process of financial statement analysis and the process of forecasting financial statements. The course provides a practical, problem-solving approach to help students understand financial statement analysis and pro forma statement analysis. Mastering these fundamentals is critical for valuation which will be explored in the advanced course of Finance, scheduled on semester 2.

LEARNING OUTCOMES
After completion of the course, participants should be able to:
- analyse financing, investing and operating activities through financial statements,
- measure the profitability, the liquidity and the solvency of a company,
- understand the prospective analysis,
- prepare the financial section of a business plan,
- understand the fundamentals of cost-volume-profit analysis for decision making,
- make strategic decisions on the basis of the above tools.

PREREQUISITES
Basic knowledge in financial accounting is crucial to make the best of this course. To ensure they have a common understanding of accounting basics, all students are required to work through an online tutorial prior to the course. Students’ understanding of those accounting fundamentals is assessed around mid-September.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite in Financial accounting</td>
<td>On-line course</td>
</tr>
<tr>
<td>S1</td>
<td>Introduction</td>
<td>What financial analysis do VCs perform?</td>
</tr>
<tr>
<td>S2</td>
<td>Financial accounting – The basics</td>
<td>Analysis of financing, investing and operating activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of financial statements</td>
</tr>
<tr>
<td></td>
<td>Depreciation: methods</td>
<td>On-line tutorial</td>
</tr>
<tr>
<td>S3-4-5</td>
<td>Financial statements</td>
<td>Profitability, liquidity and solvency analysis</td>
</tr>
<tr>
<td>S6</td>
<td>Operating Working capital</td>
<td>Managing operating working capital - Cash Conversion Cycle</td>
</tr>
<tr>
<td>S7</td>
<td>Financial planning</td>
<td>Financial planning process</td>
</tr>
<tr>
<td>S8</td>
<td>Break-even analysis</td>
<td>CVP analysis – operating leverage</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
The pedagogical approach relies primarily on problem solving as the main pedagogical tool. Lectures cover theory by discussing the solution of homework and through cases, where the teacher expects students to get their doubt clarified on an on-going basis. Students are expected to take responsibility for their own learning, demonstrate
appropriate motivation and participate in active inquiry.

ASSESSMENT METHODS
Seat time for the course including student personal work is an estimated 90 hours.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% TOTAL MARK</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>10%</td>
<td>Individual Test</td>
</tr>
<tr>
<td>Financial plan</td>
<td>40%</td>
<td>Group work</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>Individual Test</td>
</tr>
</tbody>
</table>

RULES FOR ABSENCE AND PLAGIARISM
Attendance is strictly compulsory.
In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate needs to be posted on Blackboard within 48h hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
MSc ENTREPRENEURSHIP
2016-2017

17_M2_LI_ENT_S1_CCO_MGT_836: LEGAL & TAX ISSUES FOR ENTREPRENEURS 1/2

NUMBER OF HOURS: 21
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: RAPHAEL RAULT- EMMANUELLE DEGLAIRE

COURSE OBJECTIVES
Students will be invited to (re)discover law in order to find out the major legal constraints an entrepreneur necessary face when starting or when developing his business, with in mind the general idea that ‘Forewarned is forearmed’.
Beyond that point, students will be invited to consider law as a possible opportunity in the creation/development of their future business.

LEARNING OUTCOMES
After having taken this course participants will:
Be aware of the legal issues likely to arise in the course of starting and growing a business
Know of the legal principles of entrepreneurship and understand their consequences whatever the country involved
Be able to be proactive in order to convert what appear to be legal constraints into opportunities for value creation and capture.
Know when and how to seek for proper help and communicate with lawyer
To deal with real start up legal issues and develop legal strategy

PREREQUISITES
Basic knowledge of law concepts

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Law as a business opportunity (Emmanuelle DEGLAIRE)</td>
<td>Introduction to the legal system from an international and a comparative point of view</td>
<td>None</td>
</tr>
<tr>
<td>Course 2</td>
<td>Contractual Law for Entrepreneurs (Emmanuelle DEGLAIRE)</td>
<td>Business Model analysis from a contractual perspective</td>
<td>Case to prepare</td>
</tr>
<tr>
<td>Course 3</td>
<td>Business Structures</td>
<td></td>
<td>Case to prepare</td>
</tr>
<tr>
<td>Course 4</td>
<td>After the launching period (Emmanuelle DEGLAIRE)</td>
<td>Businessman &amp; Family Buying or selling a business</td>
<td>Case to prepare</td>
</tr>
<tr>
<td>Course 5</td>
<td>IP law: general protections (Raphaël Rault)</td>
<td>Copyright, trademarks, databases</td>
<td>Pre-reading</td>
</tr>
<tr>
<td>Course 6</td>
<td>IP law: legal actions (Raphaël Rault)</td>
<td>Infringement and unfair competition: case studies</td>
<td>Pre-reading</td>
</tr>
<tr>
<td>Course 7</td>
<td>IP law: your company’s distinctive signs (Raphaël Rault)</td>
<td>Strategy, conditions, formalities, defence</td>
<td>Pre-reading</td>
</tr>
</tbody>
</table>
**TEACHING & LEARNING METHODS**

Course given by the professor
In-class exercises
Pre-reading Case studies

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Assignment</td>
<td>40%</td>
<td>Interview of an entrepreneur</td>
<td>Deadline provided during the course</td>
<td>All</td>
</tr>
<tr>
<td>Final exam</td>
<td>60%</td>
<td>Case to be answered by the students applying the notions seen in class</td>
<td>End of the semester</td>
<td>All</td>
</tr>
</tbody>
</table>

**READINGS**

Indicated in class

**RULES FOR ABSENCE AND PLAGIARISM**

In case of Absence, the student need to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher.
A justification or a certificate need to be posted on Blackboard within 48h hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
When launching a business, an entrepreneur needs methods. Different techniques exist and can be very useful to help structuring the reflexion process of early stage entrepreneurs and to expand existing ventures. Business canvas, business modelling, effectuation, lean start up, Pimento Map, … will be presented and used in class to challenge the students’ start up projects.

A focus is made to the major technics which is Business Modelling. Business Modelling:
From a business idea to a venture, entrepreneurs need to assess the project’s strategic relevance and to craft a way of doing business that maximizes the value creation. This course will address and give:
- The business model definition, approach and methodology
- An opportunity to train the participant’s strategic thinking ability
- An integration between strategic, operational and financial perspectives

After having taken this course participants will be able to:
- Know different methods and techniques to help him/her built up a mere idea into a successful business venture.
- Understand what a business model is and use the concept in the entrepreneurial process
- Know and apply a business modelling methodology
- Train and test their strategic thinking and their ability to craft a value creation oriented business system

Participants must know the basic concepts and grids in corporate and business strategy

Papers as described in appendix one should be turned back (hardcopy) at the beginning of session 1

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Session</td>
<td>Lean</td>
<td>Lean start up</td>
<td>Read Ries’ book</td>
</tr>
<tr>
<td>Session 1</td>
<td>Do you need an idea with a big “I”?</td>
<td>Idea vs. model</td>
<td>Case study Lodrag</td>
</tr>
<tr>
<td>Session 2</td>
<td>What is a business model?</td>
<td>Definitions What matter?</td>
<td>Cases study Kidsmart</td>
</tr>
<tr>
<td>Session 3</td>
<td>Developing a business model</td>
<td>How do you formulate a compelling customer value proposition? How do you engineer a value chain? How to validate a business model?</td>
<td>Cases study Uship</td>
</tr>
</tbody>
</table>
### Session 4
**Concepts Format**
- Explain current concepts
- Describe communication format of the business model (presentation and written document)
- Cases study Phurnace

### Session 5
**Other techniques: Effecuation**
- Explain concepts
- Cases studies

### Session 6
**Other techniques: Pimento Map**
- Explain concepts
- Describe communication format of the business model (presentation and written document)
- Workshop

### Teaching & Learning Methods
Each session alternates between interactive lectures, real business situation illustrations, business cases studies and presentations.

### 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>Class participation</td>
<td>Up to 3 bonus point on final grade (based on 20 point basis)</td>
<td>Bonus grade will be based on relevance of comments regarding the topic and for the rest of the group. The bonus grade will reward quality and not quantity. Regarding the cases discussions, (and paper) each student should be prepared and ready to defend his/her position in relation to the business cases in the front of the whole class. Students will be put in real life situation as well on this matter.</td>
<td>In class</td>
<td>Learn from contradictory debates</td>
</tr>
</tbody>
</table>

### Readings
- Création d’Entreprise : la stratégie du bon sens, M Jungerman Afnor 2014
- Effectual Entrepreneurship, Read, Sarasvathy, and others, 2010
- The Lean Start up, Eric Ries, 2011
- Pimento Map, Cedric Donck, 2013

### Rules for Absence and Plagiarism
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Detailed question to be answer in ten lines maximum (more won’t be read): You are the customer; is the offer appealing to you?

**Business case Kidsmart**
I will invest in this company for the following reasons or I will not invest in this company for the following reasons (you choose to invest or not, it is one or the other but not both)
Reason 1 (no more than 2 lines)
Reason 2 (no more than 2 lines)
Reason 3 (no more than 2 lines)
Reason 4 (no more than 2 lines)

Detailed question to be answer in ten lines maximum (more won’t be read): Your opinion on the product pricing?

**Business case Uship**
I will invest in this company for the following reasons or I will not invest in this company for the following reasons (you choose to invest or not, it is one or the other but not both)
Reason 1 (no more than 2 lines)
Reason 2 (no more than 2 lines)
Reason 3 (no more than 2 lines)
Reason 4 (no more than 2 lines)

**Business case Phurnace**
I will invest in this company for the following reasons or I will not invest in this company for the following reasons (you choose to invest or not, it is one or the other but not both)
Reason 1 (no more than 2 lines)
Reason 2 (no more than 2 lines)
Reason 3 (no more than 2 lines)
Reason 4 (no more than 2 lines)

NB: Please use a nice and clear format since this type of paper in real life will be equivalent to your business card. It needs to be clear and professional
**COURSE OBJECTIVES**
From the business idea to a venture, entrepreneurial people need to assess the project strategic relevance and to craft a way of doing business which maximizes the value creation. The course will address and give:
The business model definition, approach and methodology
An opportunity to train participants strategic thinking ability
An integration between strategic, operational and financial perspectives

**LEARNING OUTCOMES**
After having taken this course participants will be able to:
Understand what a business model is and to use the concept in the entrepreneurial process
Know and apply a seven-steps business modelling methodology
Train and test their strategic thinking and their ability to craft a value creation oriented business system

**PREREQUISITES**
Participants must know the basic concepts and grids in corporate and business strategy

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>The business model approach and methodology</td>
<td>What is the new business landscape, what is a business model, how an entrepreneur must use the concept? What methodologies can we follow?</td>
<td>Blackboard articles</td>
</tr>
<tr>
<td>Session 2</td>
<td>The value proposition and revenue model</td>
<td>How to formulate a compelling customer value proposition, what is the revenue model formula, how to position new business models (social networks, multi-sided models, razor and blades approach, etc.)?</td>
<td>Cases study</td>
</tr>
<tr>
<td>Session 3</td>
<td>The operating and ecosystem</td>
<td>How to engineer a value chain and a value ecosystem, how to make decision around outsourcing and off-shoring, how to craft a channels mix, how to visualize an operating alignment?</td>
<td>Cases study</td>
</tr>
<tr>
<td>Session 4</td>
<td>The economic equation and growth model</td>
<td>What are the ROCE formula drivers, what are the components of a growth model, how to articulate growth areas, resources, pace and modalities?</td>
<td>Cases study</td>
</tr>
<tr>
<td>Session 5</td>
<td>The execution framework and the corporate model</td>
<td>How to put into action and energy, how to define the right key performance indicators, how to visualize the value creation at the corporate level?</td>
<td>Cases study</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**
Each session alternates interactive lectures, real business situation illustrations, business cases studies and presentations and team-work
### ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper on business case</td>
<td>50%</td>
<td>Paper format (see appendix)</td>
<td>Must be turned (paper version) in at beginning of the first session</td>
<td>Develop critical analysis around business model</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Past due date remittance won’t be considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>50%</td>
<td>Grade will be based on relevance of comments regarding the topic and for the rest of the group. The grade will reward quality and not quantity</td>
<td>In class</td>
<td>Accept contradictions debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regarding the cases discussions, (and paper) each student should be prepared and ready to defend his/her position in relation to the business cases in the front of the whole class. Students will be put in real life situation as well on this matter.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### READINGS

- 7 étapes pour un business model solide, Dauchy, Dunod 2010.

### RULES FOR ABSENCE AND PLAGIARISM

Attendance is strictly compulsory.

In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48h hours.

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17_M2_LI_ENT_S1_CCO_MGT_519: START-UP BUBBLE

NUMBER OF HOURS: 12
SEMESTER 1
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: VALENTIN FLUTEAU/CLARE GATELY/ JEAN MICHEL LEDRU

COURSE OBJECTIVES
This is a kickoff of the MSc Entrepreneurship, whose goals are:
Facilitate student interactions, and work in teams on entrepreneurial projects.
Get an overview of all Startup Essential Drops, introducing the MSc program.
Introduce the students to Startup Weekend-like events, and provide them with tools to design a BP framework quickly.
Get the students out of their comfort zone and start delivering impactful presentations.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the different steps of business creation.
Draft a quick and efficient business scheme. Make efficient & energetic presentations

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>Kickoff</td>
<td>5 business Drops.</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Draft a business scheme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Draft a business scheme</td>
<td>5 Business Drops.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Prepare efficiently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Jury presentations</td>
<td>Oral Presentation</td>
<td>None</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Participants will work

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop evaluation</td>
<td>50%</td>
<td>Drafting of the business plan</td>
<td>During the workshop</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>50%</td>
<td>Jury presentation</td>
<td>End of the workshop</td>
<td>LO2, LO3</td>
</tr>
</tbody>
</table>

READINGS
N/A

RULES FOR ABSENCE AND PLAGIARISM
In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48h hours.
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**17_M2_LI_ENT_S1_CCO_MGT_1206: CREATIVITY & INNOVATION TOOLS WORKSHOP**

**NUMBER OF HOURS:** 30  
**SEMESTER 1**  
**INTERNATIONAL PROGRAMME - 3 ECTS**  
**COURSE COORDINATOR:** JEAN MICHEL LEDRU

### COURSE OBJECTIVES

- Create innovation processes from component parts
- Carried out at least three creativity techniques
- Learn different thinking approaches: divergent, parallel, lateral
- Implemented the above creativity techniques within a Business Incubation Project (BIP)
- Experienced working as a team with a BIP
- Learn high impact presentation and influencing skills
- Delivered the BIP to time and quality and meeting the client’s needs

### LEARNING OUTCOMES

After having taken this course participants will be able to:

- Deliver Innovation Projects
- Present Innovation Projects
- Influence and persuade their business cases with high impact presentation skills
- Use creativity techniques in a variety of circumstances
- Choose from a number of thinking approaches to generate the outcomes they set

### PREREQUISITES

A good understanding of the English language

### COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to generating new and different thinking, the innovation process - Setting the Focus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The creative process</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creativity Techniques: Reverse Brainstorming, Random Word, 6-3-5, Heros, Concept Extraction</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>client/group meetings</td>
<td></td>
</tr>
</tbody>
</table>
| 5 | Client Management  
Converging  
Pulling it all together |
| 6 | Use of the intervening weeks  
Clinics |
| 7 | Building on Solutions - Edward de Bono Six  
Thinking Hats |
| 8 | Building on Solutions - The Walt Disney Strategy |
8  Mind Mapping

Making an impact 1 – structuring your thinking

Making an Impact 2 – the face to face presentation time

Key Messages
Focus on the Client Needs
Presenting

9  Work on projects

Presentation practise

TEACHING & LEARNING METHODS
The approach to this course is multi-dimensional. The students will learn processes and techniques via normal methods such as demonstration, YouTube clips, explanation and comprehensive course material which will always be followed by experiential learning exercises and reviewing.

The next dimension is that there is a deliverable at the end of the course which a Business from outside EDHEC came at the beginning of the project to give to the students. Delivery of the project to meet the client’s needs AND includes implementation all of the techniques learned during the 30 hours.

During the weeks between weeks 1 and 2, the students are given interim deadlines which they have to deliver to time and quality.

The dimension of working in team to do this is added.

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>BIP Presentation</td>
<td>40%</td>
<td>In Front of the Client</td>
<td>November</td>
<td>LO1 2 &amp; 3</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
<td>Exam week</td>
<td>LO 1 4 &amp; 5</td>
<td></td>
</tr>
</tbody>
</table>

READINGS
The Creativity Tools Memory Jogger - (juin 1998) de Diane Ritter et Michael Brassard
The Innovation Tools Memory Jogger: Generating Customer Buy-in and Solutions That Flourish - (janvier 2009) de Paula Martin

RULES FOR ABSENCE AND PLAGIARISM
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17_M2_LI_ENT_S1_CCO_MGT_583: SPEAKING FOR BUSINESS 1/2

NUMBER OF HOURS: 9
SEMESTER 1
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: CHRISTINE COISNE

COURSE OBJECTIVES
Speaking for business teaches students to pitch their business idea: students draw from a portfolio of business communication strategies to engage their audience and develop a business innovation focus.

- To raise students’ awareness of business communication pitfalls and challenges
- To acquire a methodology for effective business presentations
- To build a solid foundation for successful entrepreneurial pitches

LEARNING OUTCOMES
After having taken this course participants will be able to:
Devise a successful pitch: business development techniques, innovation concepts
Master salesmanship
Adjust speaking strategies to an audience
Effectively pitch their business idea
Assess other speakers’ effectiveness

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>Session 1 – SEMESTER 1</td>
<td>PITCHING YOUR BUSINESS IDEA</td>
<td>LECTURE AND SEMINAR</td>
<td>READINGS</td>
</tr>
<tr>
<td>Session 2 - SEMESTER 1</td>
<td>DEVISING A PITCH</td>
<td>SEMINAR</td>
<td>BUILD MIND MAP</td>
</tr>
<tr>
<td>Session 3 - SEMESTER 1</td>
<td>DELIVERING A PITCH</td>
<td>SEMINAR</td>
<td>2 –MINUTE PITCH</td>
</tr>
<tr>
<td>Session 4 – SEMESTER 2</td>
<td>PUTTING TOGETHER THE ELEVATOR PITCH</td>
<td>SEMINAR</td>
<td>ELEVATOR PITCH</td>
</tr>
<tr>
<td>Session 5 – SEMESTER 2</td>
<td>ASSESSING SALESMANSHIP</td>
<td>SEMINAR</td>
<td>COLLABORATIVE ASSESSMENT</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures, role plays and real-life simulations, video exercises, video recordings, collaborative learning, mutual assessment, competitive ranking.
Simulation, cases and teaching material will be provided by the instructor

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>ELEVATOR PITCH - INTERMEDIARY</td>
<td>50%</td>
<td>Practice test</td>
<td>SESSION 3</td>
<td>LO1 – LO2</td>
</tr>
<tr>
<td>ELEVATOR PITCH - FINAL</td>
<td>50%</td>
<td>Final test</td>
<td>SESSION 5</td>
<td>LO3 – LO4 – LO5</td>
</tr>
</tbody>
</table>
**READINGS**

**Compulsory:**
The Entrepreneurial Venture (The Practice of Management Series), Harvard Business School Press, William A. Sahlman (Editor), Howard H. Stevenson (Editor), Michael J. Roberts, A

**Optional:**
Presentations, Goodale, M., Cambridge: CUP

**RULES FOR ABSENCE AND PLAGIARISM**

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### COURSE OBJECTIVES
Provide students with a practical knowledge of the entrepreneurial environment through their personal experience during the academic year.

### LEARNING OUTCOMES
After having taken this course participants will be able to:
- Understand how the Entrepreneurial ecosystem works
- Apply notions learned in other course in an entrepreneurial perspective
- Be able to analyse their entrepreneurial experience
- Forster their ability to become an entrepreneur

### PREREQUISITES
None

### COURSE CONTENT
The aim of the Personal involvement into the entrepreneurial world course is to induce students to get involved in the entrepreneurial environment around them, in addition to courses and academic events. The personal involvement can among other ideas consist in:
- interviewing entrepreneurs,
- spending a day with an entrepreneur,
- read a book,
- follow a video,
- follow an online course (MOOC),
- organise or attend to a conference,
- Join the Digital Certificate Explora
- Join les Cordées de l’entrepreneuriat,
- La rentrée de l’entrepreneuriat (1st year student)
- participating in a Start-Up week-end
- Compete in an entrepreneurship / BP contest.

Students need to be involved in a minimum of “4 day” missions to receive the corresponding ECTS Credits. A minimum of 2 days must be validated by January 1st.

Students are graded on :
- The number of days spent,
- The diversity of missions,
- The quality of the missions.

As a general rule, reading a book, watching a video, interviewing an entrepreneur count for ½ day. Spending a day with an entrepreneur counts for 1 day, Cordées, Start-up week-end, personal project, MOOCs count for 2 days.

No missions can count for more than 2 days (if it is longer, it will be considered as more qualitative).

Each mission should be validated in advance by the course coordinator

Each mission should lead to the writing of a summary/debrief and a personal feedback about what this brought you as a student in Entrepreneurship.

### ASSESSMENT METHODS
Learning by doing. Students will learn by getting involved in the different personal commitments followed
Students should draft a 5 to 10 pages summary of each personal commitment. Student should prove their participation to events.

Students will be assessed on the number of days of involvement, quality of the projects and quality of the involvement.

<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 assessment</td>
<td>100%</td>
<td>Evaluation by the course director of the quantity and quality of the projects conducted during the year</td>
<td></td>
<td>All</td>
</tr>
</tbody>
</table>

**READINGS**
Due to the active learning character of this course, there is no recommended reading.

**RULES FOR ABSENCE AND PLAGIARISM**
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17_M2_LI_ENT_S1_CCO_MGT_677: SUCCESSFUL ENTREPRENEURS' SKILLS
NUMBER OF HOURS: 18
SEMESTER 1
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: JEAN MICHEL LEDRU

COURSE OBJECTIVES
Besides hard skills and soft skills, an Entrepreneur needs to be able to cope with any specific tasks he cannot delegate for financial or organizational reasons. The purpose of this course is to provide students with basic knowledge on specific competencies they should acquire directly or indirectly.

LEARNING OUTCOMES
After having taken this course participants will be:
Able to understand that it is important to be a multiple-task person to be a good entrepreneur
Able to seek for proper help for task they don’t feel comfortable with
Aware of the entrepreneurial environment/network/success

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Negotiation Skills</td>
<td>Course 1</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Negotiation Skills</td>
<td>Course 2</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>HR for Entrepreneurs</td>
<td>Course 1</td>
<td>None</td>
</tr>
<tr>
<td>4</td>
<td>HR for Entrepreneurs</td>
<td>Course 2</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Design Thinking</td>
<td>Course 1</td>
<td>None</td>
</tr>
<tr>
<td>6</td>
<td>Design Thinking</td>
<td>Course 2</td>
<td>None</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures, exercises, cases

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100%</td>
<td>MCQ</td>
<td>Beginning of the semester</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

RULES FOR ABSENCE AND PLAGIARISM
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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></td>
<td></td>
<td></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


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

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

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

**CONTENU DU COURS**

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

**METHODES PEDAGOGIQUES**

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

**METHODES D’EVALUATION**

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

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

**LECTURES**

[http://www.lesechos.fr](http://www.lesechos.fr)
[http://www.lejournaldunet.com](http://www.lejournaldunet.com)
17_M2_LI_ENT_S2_CCO_FIN_4466: ADVANCED FINANCIAL PLANNING
NUMBER OF HOURS: 33
SEMESTER 2
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: Claire GREVET

COURSE OBJECTIVES
The course objectives are twofold: the course explores key concepts of the management control process and of corporate finance for entrepreneurs and focuses on tools and techniques used to evaluate potential venture opportunities from a financial standpoint.

LEARNING OUTCOMES
After completion of the course, participants should be able to:
- identify fundraising considerations,
- define the due diligence process,
- explain valuation approaches and implications,
- assess the performance of responsibility centres,
- orchestrate all the above and constitute the most relevant financial booster for the organization

PREREQUISITES
The course “Financial planning for entrepreneurs – fundamentals” taught in the first semester, including the prerequisite in Financial accounting (on-line course).

COURSE CONTENT

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td>Venture capitalists’ principles</td>
<td>Structuring deals – focus on term sheet</td>
</tr>
<tr>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2:</td>
<td>Management control</td>
<td>Managing the growth: working capital simulation</td>
</tr>
<tr>
<td>15 hours</td>
<td></td>
<td>Fundamentals of capital investment decisions 1 Measuring performance Budgeting</td>
</tr>
<tr>
<td>Part 3:</td>
<td>Buyouts - Private equity</td>
<td>Presentation of Buyouts</td>
</tr>
<tr>
<td>15 hours</td>
<td></td>
<td>Leveraged buyouts: organization, techniques including debt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investment process: business plan, due diligence, legal, technical and human</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Valuation and financing models (comparable multiples, discounted cash flows and transactions multiples)</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Sessions cover theory by discussing exercises, where the instructor expects students to be prepared for the class discussion and to get their doubt clarified. Students apply and analyse real world case studies in relation with performance measurement, corporate valuation and external funding, mainly in group

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual case study (100%)</td>
<td>Part 2</td>
</tr>
<tr>
<td>Report : Work group 65%</td>
<td>Part 3</td>
</tr>
<tr>
<td>Oral defence: individual assessment 35%</td>
<td>Part 3</td>
</tr>
</tbody>
</table>
ESTIMATED WORKING LOAN
Seat time for the course including student personal work is an estimated 90 hours.

READINGS
Tout Savoir sur le Capital Investissement, Mr. Mougenot, Mr. Cassimatis, Mr. Foulquier, Mr. Hege, Mme Girard, Mr. Redor, Mr. Massut, Mr. Raimbourg, Mme Ekambi, Mme Forget
Barbarians at the Gate: The Fall of RJR Nabisco, book from the 1990s about the leveraged buyout (LBO) of RJR Nabisco, by Bryan Burrough and John Helyar

RULES FOR ABSENCE AND PLAGIARISM
In case of Absence, the students need to give previous notice to the Program Assistant, the Program Director and the relevant professor. A justification or a certificate need to be submitted within 48 hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to undertake the final exam nor receive any grade.
COURSE OBJECTIVES
The objective of this course is to familiarize students with important issues they need to consider after launch of a firm (and as it starts to grow). In particular it examines important transformations from entrepreneurial to more professional management.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand and apply different frameworks to the understanding of internal growth, including:
- Life cycles of development
- Flamholtz’ Pyramid of Organizational Development
- Uhlaner and Psarouthakis’ Dynamic System Planning Model
- McKinsey’s Organization Health Index
- Acquiring an existing firm
- Exiting the firm
- Purchasing a franchise
- Family Entrepreneurship
Using one or more of these models, to be able to design an action plan for a post-start-up firm to identify critical issues in its current phase of development.

PREREQUISITES
Students must be enrolled in the MSc_Entrepreneurship program.

COURSE CONTENT
The following is a tentative schedule for the Cycles of Entrepreneurship course. Students are responsible for any changes announced in class or via blackboard. Please try to read through cases before class.

Class meeting | Topics /Case questions to prepare | Readings/cases
---|---|---
R=reading (see list below); C=Case (see list below); Opt=Optional Reading/resource for the final project

### Class 1
- **[3 hours]**
  - Introduction
  - Overview of the Cycle of Entrepreneurship
  - Life cycle/stage models of growth
  - The Growing Pains Model of Flamholtz
  - R1: Churchill and Lewis
  - R2: Flamholtz and Randle 1
  - Opt1: Greiner
  - Opt2: Adizes
  - Opt3: Flamholtz & Randle2
  - Opt4: Flamholtz/Aksehirli
  - Opt5: Flamholtz & Randle 3
  - CASE: To be announced

### Class 2
- **[3 hours]**
  - Finish up topics from Class 1 as needed
  - Part I: The Dynamic System Planning Model
  - An Open-Systems based model
  - R3: Uhlaner_Psarouthakis
  - Opt6: CEO interview
  - CASE: To be announced

### Classes 3 and 4
- **[6 hours]**
  - Part II: The DSP Model-wrap-up
  - R4: Keller & Price
  - R5: Keller & Price
  - R6: Keller & Price
MSc ENTREPRENEURSHIP
2016-2017

growth

Opt7: Dewar et al
CASE: TO BE ANNOUNCED

Class 5
[3 hours]
Start-up and growth through acquisitions
Exit strategies
R7: Psarouthakis & Uhluer
R8: Timmons & Spinelli
CASE: TO BE ANNOUNCED

Class 6
[3 hours]
Franchising
Getting started; pros and cons compared with starting from scratch Ireland
R9: Gompers
Opt8: Barringer & Ireland
Case: To be announced

Class 7
[3 hours]
Entrepreneuring Families
family business as exit strategy
R10: Casper
R11: Miller/Breton-Mill.
Opt9: Gersick
Opt10: Neubauer/Lank
Case: To be announced

TEACHING & LEARNING METHODS
This course will use a combination of lecture, discussion, cases, and in-class exercises. In particular, tools will be introduced to approach a particular topic, with a case study used as practice to apply the basic principles introduced.

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>35%</td>
<td>class participation, group work –to be announced what must be submitted (mandatory make up work if absent— even if absence is excused).</td>
<td>Throughout the module</td>
<td>LO1 and LO2</td>
</tr>
<tr>
<td>Final group projects</td>
<td>65%</td>
<td>Company project (Details given in class)</td>
<td>Dates to be announced at beginning of term</td>
<td>LO1 and LO2</td>
</tr>
</tbody>
</table>

Please note that in addition to attendance policy of the program, you will receive a zero for each class missed unless you submit make-up work, even if the absence is excused. Make-up work will be posted after each class. You can recoup half the points for that class for unexcused up to full points for a quality submission for excused absences. This policy does not
override the general absence policy for the department.

**READINGS**

**Compulsory:**


Reading #7: Excerpt from Psarouthakis, J. and Uhlner, L. 2009 How to Acquire the Right Business, Xlibris Corporation (internet division of McGraw-Hill).—full copies available at the library.)


Reading #9: Gompers, Paul A., A Note on Franchising, Harvard Business School, 9-297-108. *(link will be available on blackboard)*


**Additional resources (may be especially useful for the final project unless otherwise noted):**

**Life Cycle theories including the Flamholtz Growing Pain Model**


Dynamic System Planning Model—additional resources
Optional 6: CEO Interview based on the Dynamic System Planning Model (can be adapted for the final project if you plan to use the DSP model).

Organization Health Index—additional resources

Acquisition—additional resources
May add readings later

Franchising—additional resources

Family Entrepreneurship


RULES FOR ABSENCE AND PLAGIARISM
The rules will be taken out from the official documents and will be added later.
Add something ONLY if the rules for absence in your course are MORE stringent than the general official rule.
COURSE OBJECTIVES
Develop a better understanding of international business development; Improve analytical and oral presentation skills; Improve capability to collect information from various sources including high-level experts to build Realistic recommendations to the CEO of a company.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the main internationalization steps of a company;
Understand the key success factors of a company to develop abroad;
Build quickly expertise on a specific international markets thanks to a proven methodology;
Build strategic recommendations based on a comprehensive analysis of an international market.

PREREQUISITES
None.

COURSE CONTENT
This lecture is divided into two parts.
The first one is collective and for all the students enrolled in the MSc Entrepreneurship & Innovation management.

<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>Traditional development cycle</td>
<td>Tba</td>
</tr>
<tr>
<td>1</td>
<td>International development</td>
<td>International development cycle</td>
<td>Tba</td>
</tr>
<tr>
<td>2</td>
<td>How to go international</td>
<td>Main benefits of internationalisation steps</td>
<td>Tba</td>
</tr>
<tr>
<td>2</td>
<td>Scoring matrix</td>
<td>The strong benefits of the scoring matrix</td>
<td>Tba</td>
</tr>
<tr>
<td>2</td>
<td>Company potential</td>
<td>Diagnoses / Build your future on your past experience</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Presentation of the business case</td>
<td>Business case</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Set up a company abroad</td>
<td>Prerequisites</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Best practices</td>
<td>Advice towards success</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Getting information</td>
<td>Official and unofficial information</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Analysis</td>
<td>Analysis tools</td>
<td>Tba</td>
</tr>
</tbody>
</table>
The second one is:
For all the students who have selected the Innovation Major
For the students of the incubation Major who have selected International Business Development (2/2) This part of the module is dedicated to a case study realised with a Partner Business.

**TEACHING & LEARNING METHODS**
Theory and group work on actual cases.

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation</td>
<td>100%</td>
<td>Oral presentation of the cases</td>
<td>End of the course</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
</tbody>
</table>

**READINGS**

**RULES FOR ABSENCE AND PLAGIARISM**
Attendance is strictly compulsory.
In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48 hours. In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
17_M2 LI ENT S2 CCO 311: SILICON VALLEY IMMERSION STUDY TRIP

SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: JEAN MICHEL LEDRU/ CLARE GATELY

COURSE OBJECTIVES
The Silicon Valley Immersion program provides participants with a deep understanding of and access to the unique and vital ecosystem of Silicon Valley. This program enables the participants to acquire cutting-edge insights and develop strategies in areas of entrepreneurship, innovation, and new venture creation. Program participants learn tools and skills that are immediately applicable to create a new business outside or inside an established organization.

The Immersion Study Trip combines rigorous academic content provided by a Local Partner University with real-word, hands-on practical training, and puts participants face-to-face with important players in the Silicon Valley ecosystem. Participants benefit from learning modules presented by faculty, individual and group exercises such as case studies, short simulations or Business Plan competition, company site visits, panel discussions and networking events.

LEARNING OUTCOMES
Participants will:
Immerse themselves in and interact with the most dynamic entrepreneurial ecosystem of the world: Silicon Valley
Broaden knowledge of business applications and techniques used in advanced and developing economies
Acquire the principles and fundamentals of high tech entrepreneurship as pioneered in Silicon Valley
Recognize and validate the positioning of new technology products or services within the ecosystem of the Silicon Valley
Learn success secrets from Silicon Valley entrepreneurs
Refine key business skills in a learn-by-doing environment
Collaborate on team learning projects that imitate real-world work scenarios and also foster enduring collegial relationships

PREREQUISITES
Be enrolled in the MSc Entrepreneurship & Innovation Management – Not for incoming students in a simple exchange. Open for incoming students doing a double degree

ASSESSMENT METHODS
The grading will be based on individual & collective activities:
Missions before the trip 40%, such as: Research & preparatory work, identification of key contacts, fundraising activities, logistic organization
Missions during the trip itself 40%, such as: Organization of one of the visit, meeting a key contact, communication
An individual post-report 20%
Any inappropriate behaviour during the trip will result in invalidating the entire module.
17_M2_LI_ENT_S2_CCO_4890: SPEAKING FOR BUSINESS 2/2

NUMBER OF HOURS: 6
SEMESTER 2
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: CHRISTINE COISNE

COURSE OBJECTIVES
Speaking for business teaches students to pitch their business idea: students draw from a portfolio of business communication strategies to engage their audience and develop a business innovation focus.
- To raise students’ awareness of business communication pitfalls and challenges
- To acquire a methodology for effective business presentations
- To build a solid foundation for successful entrepreneurial pitches

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Devise a successful pitch: business development techniques, innovation concepts
- Master salesmanship
- Adjust speaking strategies to an audience
- Effectively pitch their business idea
- Assess other speakers’ effectiveness

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>Session 1 – SEMESTER 1</td>
<td>PITCHING YOUR BUSINESS IDEA</td>
<td>LECTURE AND SEMINAR</td>
<td>READINGS</td>
</tr>
<tr>
<td>Session 2 - SEMESTER 1</td>
<td>DEVISING A PITCH</td>
<td>SEMINAR</td>
<td>BUILD MIND MAP</td>
</tr>
<tr>
<td>Session 3 - SEMESTER 1</td>
<td>DELIVERING A PITCH</td>
<td>SEMINAR</td>
<td>2-MINUTE PITCH</td>
</tr>
<tr>
<td>Session 4 – SEMESTER 2</td>
<td>PUTTING TOGETHER THE ELEVATOR PITCH</td>
<td>SEMINAR</td>
<td>ELEVATOR PITCH</td>
</tr>
<tr>
<td>Session 5 – SEMESTER 2</td>
<td>ASSESSING SALESMANSHIP</td>
<td>SEMINAR</td>
<td>COLLABORATIVE ASSESSMENT</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Lectures, role plays and real-life simulations, video exercises, video recordings, collaborative learning, mutual assessment, competitive ranking.
Simulation, cases and teaching material will be provided by the instructor

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>ELEVATOR PITCH - INTERMEDIARY</td>
<td>50%</td>
<td>Practice test</td>
<td>SESSION 3</td>
<td>LO1 – LO2</td>
</tr>
</tbody>
</table>
## READINGS

**Compulsory:**
- The Entrepreneurial Venture (The Practice of Management Series), Harvard Business School Press, William A. Sahlman (Editor), Howard H. Stevenson (Editor), Michael J. Roberts, A

**Optional:**
- Presentations, Goodale, M., Cambridge: CUP
17_M2_LI_ENT_S2_CCO_MGT_4472: DIGITAL ENTREPRENEURSHIP

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: JEAN MICHEL LEDRU/ CLARE GATELY

COURSE OBJECTIVES
The objective of this course is to familiarize students with the challenges faced by the start-up of the new economy: the digital one.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Understand what is IT
- Deal with IT as a manager
- Handle the IT challenges from a business point of view

PREREQUISITES
Students must be enrolled in the MSc_Entrepreneurship & Innovation management program.

COURSE CONTENT
This module is divided into different lectures such as:
- Web Analytics
- Digital Marketing
- Business Model for Application
- IT for Managers
- Coding lessons
- ...

TEACHING & LEARNING METHODS
This course will use a combination of lecture, discussion, cases study and in-class exercises.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100%</td>
<td>MCQ</td>
<td>Week of the final exam</td>
</tr>
</tbody>
</table>

RULES FOR ABSENCE AND PLAGIARISM
In case of Absence, the students need to give previous notice to the Program Assistant, the Program Director and the relevant professor. A justification or a certificate need to be submitted within 48 hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to undertake the final exam nor receive any grade.
The purpose of this course is to help entrepreneurs better understand what leadership is so that they can assess and improve their own leadership skills, as well as the leadership skills of others. During this course you will have the opportunity to practice some aspects of leadership. This course views leadership as not simply the function of the leader, but also of the followers that a leader has, and the conditions (e.g., an organization’s culture) that are present. Thus, skill development will extend not only to self-practice, but also how you can better understand the needs of your followers, and be able to understand and shape the situations you find yourselves in. We will discuss the specificity of leadership for entrepreneurs and explore new ways of leading in today’s younger generation.

This seminar aims at developing a deep appreciation for both the complexity and the fundamentals of successful leadership identifying exemplary leadership in you – and facilitating your ability to self-assess your own leadership abilities; identifying exemplary leadership in others – identifying firms, individuals, practices that exemplify leadership in action and can serve as models for future leadership success; building the skills necessary for success in leadership, whether or not you are currently have founded your company and have formalized leadership authority.

After having taken this course participants will be able to:
Define what leadership and leadership development are
Build on a rigorous methodology and authoritative models to study leadership cases an make professional recommendations
Describe their personal leadership style and have a clear idea of what they should do to develop their personal leadership within their future professional context
Demonstrate leadership and charisma in situation

This lecture is divided into two parts.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>What is Leadership</td>
<td>Lecture, in-class exercises</td>
</tr>
<tr>
<td></td>
<td>Leadership Experiences from the field</td>
<td>Guest Speaker: Adrien Aumont Kiss Kiss Bank Bank</td>
</tr>
<tr>
<td></td>
<td>– Leadership in the Digital Age</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Exemplary Leadership and Leadership Skills Development</td>
<td>Lecture, in-class exercises, Videos, Simulation</td>
</tr>
<tr>
<td>Session 3</td>
<td>Leadership Future challenges, Bad Leadership</td>
<td>Lecture in-class exercises, Videos</td>
</tr>
</tbody>
</table>

The second one is:
For all the students who have selected the Innovation Major
For the students of the incubation Major who have selected Strategic Leadership (2/2)

Session 4 (full day) | Leadership in situation – focus on charismatic leadership | Lecture and class exercises – speech contest |
TEACHING & LEARNING METHODS
The course will use multiple instructive methods such as
Lectures,
Case Study
Class discussions
Peer coaching exercise
Self-learning exercises and self-assessment,
Speech contest.
Online simulation

ASSESSMENT METHODS
Assessment will be based on a combination of exercises. You will be able to contract for your grade at the start of the class.
You can contract for a 12/20 (Basic contract) or the grade you deserve > 12/20 (Advanced contract)
If you pick the Basic contract your performance should meet a 12/20 requirement. The basic contract gives you the possibility to opt out of the written reports and focus on in-class activities (and/or a concrete project for your company).
The advanced contract allows those of you who wish to reflect more on their leadership to do so.
Bonus points will be up for grabs.

<table>
<thead>
<tr>
<th>CONTRACT TYPE</th>
<th>BASIC (12/20)</th>
<th>ADVANCED (THE GRADE YOU DESERVE &gt; 12/20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Leadership Case</td>
<td>X (either this or a Kiss Kiss Bank Bank project)</td>
<td>X (either this or a Kiss Kiss Bank Bank project)</td>
</tr>
<tr>
<td>Written report on Leadership Case</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Kiss Kiss Bank Bank contest</td>
<td>X (either this or the in-class leadership case)</td>
<td>X (either this or the in-class leadership case)</td>
</tr>
<tr>
<td>Administer a 360 Degree Feedback</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Report analysing your own leadership based on the survey results and topics covered in class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In-Class Speech</td>
<td>X (session 2)</td>
<td>X (session 2)</td>
</tr>
<tr>
<td>Email contest</td>
<td>Bonus points up for grabs</td>
<td>Bonus points up for grabs</td>
</tr>
</tbody>
</table>

READINGS
Northouse, Peter, G. 2013. Leadership: theory and practice: Sage
Additional readings will be given one month before the course

RULES FOR ABSENCE AND PLAGIARISM
Attendance is strictly compulsory.
In case of Absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48 hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
INCUBATION MAJOR
COURSE OBJECTIVES
A teacher helps student to grow their understanding, knowledge and methods and uses in class examples to connect the theory with the practice.
A consultant gives a justified answer to a specific question.
In between, the individual coaching module is aiming to be a specific moment when the teacher is going to help the students to apply the knowledge and the theory studied in class to his/her personal project.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand what is a relevant marketing approach for a start up project.
Produce a top quality marketing plan for their personal entrepreneurial project.

PREREQUISITES
Have a personal entrepreneurial project & have attended Marketing for entrepreneurs module

COURSE CONTENT
Teaching will be made of
Meeting which are to be collective and individual
Guided personal learning & working activities

ASSESSMENT METHODS
Grading will be based on:
In class and outdoor activity, task & mission commitment
The quality and the efficiency of the interaction with the coach
The evolution of the marketing presentation of the project between the beginning and the end of the coaching
The final version of the marketing plan

RULES FOR ABSENCE AND PLAGIARISM
Attendance is strictly compulsory.
In case of absence, the student needs to give previous notice to the Msc Assistant, the Msc Director and the relevant teacher. A justification or a certificate need to be posted on Blackboard within 48 hours.
In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to sit the final exam nor receive any grade nor any ECTS for the course.
COURSE OBJECTIVES
A teacher helps student to grow their understanding, knowledge and methods and uses in class examples to connect the theory with the practice.
A consultant give a justified answer to a specific question.
In between, the individual coaching module is aiming to be a specific moment when the teacher is going to help the students to apply the knowledge and the theory studied in class to his/her personal project.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand what is a relevant financial approach for a start up project.
Produce a top quality financial plan for their personal entrepreneurial project.

PREREQUISITES
Have a personal entrepreneurial project

COURSE CONTENT
Teaching will be made of
Meeting which are to be collective and individual
Guided personal learning & working activities

ASSESSMENT METHODS
Grading will be based on:
In class and outdoor activity, task & mission commitment
The quality and the efficiency of the interaction with the coach
The evolution of the financial presentation of the project between the beginning and the end of the coaching
The final version of the financial part of their Business plan

RULES FOR ABSENCE AND PLAGIARISM
Attendance is strictly compulsory.
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**COURSE OBJECTIVES**
Working hard on their personal project, the students enrolled in the Incubation Major will benefit from coaching to help them find their way in a time efficient manner and create ambitious projects.

To do so, they will benefit from 2 different coachings. 
The 1st one is done every 2 weeks by the very same coach who is going to follow them, challenge them, encourage them with purpose to help them on their day to day operation management. 
The 2nd one is done by different specialised coaches coming to them only once but for an intense challenging session on their business project. 
NB: The Business Plan writing is not the purpose of this coaching but to help them to structuring their learning by doing experience.

**LEARNING OUTCOMES**
After having taken this course participants will be able to: 
understand how important it is to gathering relevant people around them 
enlarge their initial vision of the project 
launch a start up.

**PREREQUISITES**
Have a personal entrepreneurial project

**COURSE CONTENT**
Teaching will be made of
Meeting which are to be collective and individual
Guided personal learning & working activities
Mutual challenging sessions

**ASSESSMENT METHODS**
Grading will be based on:
In class and outdoor activity, task & mission commitment
The quality and the efficiency of the interaction with the coaches
The evolution of the project between the beginning and the end of the coaching both form an operation point of view and from a vision point of view

**RULES FOR ABSENCE AND PLAGIARISM**
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For a start up, visibility is key to develop the business. For a start up, getting fund is a challenge. For a start up, receiving relevant feedback is essential.

Here are 3 goods reasons to focus on BP competition, start up awards and other events promoting entrepreneurship.

After having taken this course participants will be able to:

Understand how important BP competition can be for their business development

Implement appropriate strategies to participate to such event (time/visibility ratio)

Eventually, won such a contest!!!

Have a personal entrepreneurial project

Teaching will be made of one introductive session. The students will then work on their strategy and apply to start up contests.

Grading will be based on:

The number of competition in which the project in involved

The report on the strategy implemented (due January 18th)

The number of winning position obtained (report due May 31st)

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INNOVATION MAJOR
Understanding why intrapreneurship is one of the key factors of growth in major corporations;
Understanding its specificity and complexity;
Learning how to foster an entrepreneurial spirit inside the organization;
Understanding major challenges for intrapreneurship: resources, processes and innovation management.

After having taken this course participants will be able to:
Understand key areas of responsibility of a Business Unit in a firm;
Build and share a strategic vision to empower teams for innovation;
Design the right organization/processes to achieve results;
Understand how to identify new opportunities and innovate for growth and wealth creation.

This course is intended for students in the graduate program.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course rationale/structure, team creation and company identification: introduction to intrapreneurship.</td>
</tr>
<tr>
<td>2</td>
<td>Building a risk-taking corporate entrepreneurial culture and employees. Gore case study.</td>
</tr>
<tr>
<td>3</td>
<td>Designing the right organization/processes for innovation and commercialization. Employee recruitment and retention for maximum overall benefit.</td>
</tr>
<tr>
<td>4</td>
<td>Team presentations and rebuttals.</td>
</tr>
</tbody>
</table>

Discussions and brainstorming based on various real life examples and articles;
Case studies analysis and presentation in teams;
Lectures, videos, business articles;

The grading structure is as follows:
Exam: 60 %; the final exam will include questions on: theoretical classes (of course not only the slides but also the lectures), case studies and mandatory articles.
Case study presentations and rebuttals: 10% out of 40 %;
Bonus of 5 points will be provided to distinguished teams' work during classes.

Mandatory case study materials and text book (to be used as basis for final exam), available as e-book on Amazon: *Intrapreneurship-The Secret to Success!: Ignite Innovation for Escalating and Enduring Success* by Dr Howard Haller
RULES FOR ABSENCE AND PLAGIARISM

In case of Absence, the student need to give previous notice to the Program Assistant, the Program Director and the relevant professor. A justification or a certificate need to be submitted within 48 hours.

In any case, if a student misses more than 2/5 of the lecture (6 hours out of 15 or 12 hours of 30), he/she will not be able to undertake the final exam nor receive any grade.
17_M2_LI_ENT_S2_CCO_MGT_1229: MANAGEMENT OF INNOVATION

NUMBER OF HOURS: 15

SEMESTER 2

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: LORRAINE UHLANER

COURSE OBJECTIVES
Innovation is the capacity to invent, re-invent, specialize, modernize, revitalize and capitalize on ideas, products, services and virtual experiences in a globally connected world. Via innovation theory and case study analysis, students will examine processes and outcomes of innovative techniques.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Define, discuss, analyze and compare innovative strategies used in business for product and service creation
Use the language and concepts of innovation theory
Analyze cases regarding more and less effective approaches to innovation

PREREQUISITES
Students must be enrolled in the MSc_Entrepreneurship program.

COURSE CONTENT
Brief introduction to macrofoundations of innovation: The shift from the managed to entrepreneurial economy.
Innovation approaches in new ventures: opportunity assessment (especially in the context of start-ups and venture capital).
Microfoundations of innovation (open innovation, knowledge management, disruptive technology and spin-offs.)

TEACHING & LEARNING METHODS
This course will use a combination of lecture, discussion, cases, and in-class exercises. In particular, tools will be introduced to approach a particular topic, with a case study used as practice to apply the basic principles introduced.

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>50%</td>
<td>class participation, group work (mandatory make up work if absent— even if absence is excused).</td>
<td>Throughout the module</td>
<td>LO1 and LO2</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>Students will be tested on knowledge and apply to apply concepts to problems.</td>
<td>Final exam period.</td>
<td>LO1 and LO2</td>
</tr>
</tbody>
</table>
RECORDINGS


Reading 5 and Case 4: Buckman Labs: Newell, etal, excerpt from Chapter 6: Community Approaches to managing knowledge work, including Case study 6.2 Buckman Labs in Newell, Sue, Robertson, Maxine, Scarbrough, Harry, and Swan, Jacky, Managing Knowledge Work, Palgrave, MacMillan, pp118-139.


17_M2_LI_ENT_S2_CCO_MGT_4483: SOCIAL ENTREPRENEURSHIP

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: JEAN MICHEL LEDRU

COURSE OBJECTIVES
Understand the basic concepts of social business
Have completed a sequence of learning activities that familiarize with field realities and applications
Have read recent articles and publications on the subject
Be able to identify the key organizations, people and or sources that allow for further research
Demonstrate the ability to combine theoretical and practical concepts in the service of organizations requiring operational skills in the field

LEARNING OUTCOMES
After having taken this course participants will be able to:
understand the basic concepts associated with the course title
have completed a sequence of learning activities that familiarize with field realities and applications
have read recent articles and publications on the subject
be able to identify the key organizations, people and or sources that allow for further research
demonstrate the ability to combine theoretical and practical concepts in the service of organizations requiring operational skills in the field

PREREQUISITES
Students must be enrolled in the MSc_Entrepreneurship & Innovation management program.

COURSE CONTENT
Course 1 : 3h
Definitions of Social Business and Social Entrepreneurship. (1h)
Different definitions / necessary social and interpersonal skills, cooperation skills / economic, social and environmental goals / model, innovation...
Introduction to main theories (Pr Yunus, C-K Prahalad, M. Nowak, Richez- Battesti ...).The Bottom of the pyramid... Panorama of Social Business in France and Europe (2h)
Brief History local et international, France : Hamon law (ESS), Entrepreneurship movements : Ashoka, Mouve’s... Different legal statutes,
Different type of company management...
Course 2 : 2X6h
Focus on Business Cases  (this will be the main part of my course) in different fields (6h)
IT, Microfinance and Diversity in Supply Chain..
How to create or develop a social business (6h)
Specificity of Social Business Plan
Financial specialised ressources
Possible statutes
Different types of organization and management
Networking
Benchmark and best practices

TEACHING & LEARNING METHODS
Application on group projects:
Students will work in small groups (3/4 persons) on practical cases, create a new social enterprise or make it grow
Entrepreneurial dynamic, a vision, cooperation skills, social and interpersonal skills required
And to present arguments on the economical and social model chosen
Multimedia lectures, class discussion, reading, case studies,
ASSESSMENT METHODS
TBD
Business case presented
Behaviour of the students, entrepreneurial dynamic and cooperation skills

READINGS
Required readings:
Prahalad - The Fortune at the Bottom of the Pyramid: Eradicating poverty through profits (2004)

Additional readings:
Maria Nowak – Le Modèle d’espérance (2010)
Beth Kanter & Allison Fine – The networked nonprofit: Connecting with Social Media to drive changes
David Bornstein – How to change the world: Social Entrepreneurs and the power of new ideas (2007)
CfD Scotland - The Journal of Social Business

RULES FOR ABSENCE AND PLAGIARISM
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17_M2_LI_ENT_S2_CCO_MGT_4484: INTERNATIONAL BUSINESS DEVELOPMENT 2/2
NUMBER OF HOURS: 6
SEMESTER 2
INTERNATIONAL PROGRAMME - 1 ECTS

COURSE OBJECTIVES
Develop a better understanding of international business development; Improve analytical and oral presentation skills; Improve capability to collect information from various sources including high-level experts to build realistic recommendations to the CEO of a company.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the main internationalization steps of a company;
Understand the key success factors of a company to develop abroad;
Build quickly expertise on a specific international markets thanks to a proven methodology;
Build strategic recommendations based on a comprehensive analysis of an international market.

COURSE CONTENT
This lecture is divided into two parts.
The first one is collective and for all the students enrolled in the MSc Entrepreneurship & Innovation management.

<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>Traditional development cycle</td>
<td>Tba</td>
</tr>
<tr>
<td>1</td>
<td>International development</td>
<td>International development cycle</td>
<td>Tba</td>
</tr>
<tr>
<td>2</td>
<td>How to go international</td>
<td>Main benefits of internationalisation steps</td>
<td>Tba</td>
</tr>
<tr>
<td>2</td>
<td>Scoring matrix</td>
<td>The strong benefits of the scoring matrix</td>
<td>Tba</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnoses / Build your</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Company potential</td>
<td>future on your past experience</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Presentation of the business case</td>
<td>Business case</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Set up a company abroad</td>
<td>Prerequisites</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Best practices</td>
<td>Advice towards success</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Getting information</td>
<td>Official and unofficial information</td>
<td>Tba</td>
</tr>
<tr>
<td>3</td>
<td>Analysis</td>
<td>Analysis tools</td>
<td>Tba</td>
</tr>
</tbody>
</table>
The second one is:
For all the students who have selected the Innovation Major
For the students of the incubation Major who have selected International Business Development (2/2) This part of the module is dedicated to a case study realised with a Partner Business.

**TEACHING & LEARNING METHODS**
Theory and group work on actual cases.

<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 presentation</td>
<td>100%</td>
<td>Oral presentation of the cases</td>
<td>End of the course</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
</tbody>
</table>

**RULES FOR ABSENCE AND PLAGIARISM**
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The purpose of this course is to help entrepreneurs better understand what leadership is so that they can assess and improve their own leadership skills, as well as the leadership skills of others. During this course you will have the opportunity to practice some aspects of leadership. This course views leadership as not simply the function of the leader, but also of the followers that a leader has, and the conditions (e.g., an organization’s culture) that are present. Thus, skill development will extend not only to self-practice, but also how you can better understand the needs of your followers, and be able to understand and shape the situations you find yourselves in. We will discuss the specificity of leadership for entrepreneurs and explore new ways of leading in today’s younger generation.

This seminar aims at developing a deep appreciation for both the complexity and the fundamentals of successful leadership. Identifying exemplary leadership in you – and facilitating your ability to self-assess your own leadership abilities; identifying exemplary leadership in others – identifying firms, individuals, practices that exemplify leadership in action and can serve as models for future leadership success; building the skills necessary for success in leadership, whether or not you are currently have founded your company and have formalized leadership authority.

After having taken this course participants will be able to:
- Define what leadership and leadership development are
- Identify exemplary leadership in themselves and others
- Describe their personal leadership style and have a clear idea of what they should do to develop their personal leadership within their future professional context
- Demonstrate leadership and charisma in situation

This lecture is divided into two parts.

The first one is collective and for all the students enrolled in the MSc Entrepreneurship & Innovation management.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>What is Leadership</td>
<td>Lecture, in-class exercises</td>
</tr>
<tr>
<td></td>
<td>Leadership Experiences from the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>field – Leadership in the Digital</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>Guest Speaker: Adrien Aumont Kiss Kiss Bank Bank</td>
</tr>
<tr>
<td>Session 2</td>
<td>Exemplary Leadership and Leadership Skills Development</td>
<td>Lecture, in-class exercises, Videos, Simulation</td>
</tr>
<tr>
<td>Session 3</td>
<td>Leadership Future challenges, Bad</td>
<td>Lecture in-class exercises, Videos</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td></td>
</tr>
</tbody>
</table>

The second one is:
For all the students who have selected the Innovation Major
For the students of the incubation Major who have selected Strategic Leadership (2/2)

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4 (full day)</td>
<td>Leadership in situation – focus on</td>
<td>Lecture and class exercises – speech contest</td>
</tr>
<tr>
<td></td>
<td>charismatic leadership</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
The course will use multiple instructive methods such as:
- Lectures
- Case Study
- Class discussions
- In-class exercises
- 360 degrees feedback
- Speech contest
- Online Simulation

**ASSESSMENT METHODS**
Assessment will be based on a combination of exercises. You will be able to **contract for your grade at the start of the class**.
You can contract for a 12/20 (Basic contract) or the grade you deserve > 12/20 (Advanced contract).
If you pick the Basic contract your performance should meet a 12/20 requirement. The basic contract gives you the possibility to opt out of the written reports and focus on in-class activities (and/or a concrete project for your company).
The advanced contract allows those of you who wish to reflect more on their leadership to do so.
Bonus points will be up for grabs.

<table>
<thead>
<tr>
<th>CONTRACT TYPE</th>
<th>BASIC (12/20)</th>
<th>ADVANCED (THE GRADE YOU DESERVE &gt; 12/20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Leadership Case</td>
<td>X (either this or a Kiss Kiss Bank project)</td>
<td>X (either this or a Kiss Kiss Bank project)</td>
</tr>
<tr>
<td>Written report on Leadership Case</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Kiss Kiss Bank Bank contest</td>
<td>X (either this or the in-class leadership case)</td>
<td>X (either this or the in-class leadership case)</td>
</tr>
<tr>
<td>Administer a 360 Degree Feedback survey to 3 persons</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Report analysing your own leadership based on the survey results and topics covered in class</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>In-Class Speech</td>
<td>X (session 2)</td>
<td>X (session 2)</td>
</tr>
<tr>
<td>Email contest</td>
<td>Bonus points up for grabs</td>
<td>Bonus points up for grabs</td>
</tr>
</tbody>
</table>

**READINGS**
Additional readings will be given one month before the course

**RULES FOR ABSENCE AND PLAGIARISM**
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17_M2_LI_ENT_S2_CCO_MGT_4486: ADVANCED PERSONAL COMMITMENT IN THE ENTREPRENEURIAL WORLD

SEMESTER 2
INTERNATIONAL PROGRAMME - 1 ECTS
COURSE COORDINATOR: JEAN MICHEL LEDRU / CLARE GATELY

**COURSE OBJECTIVES**
The ADVANCED Personal commitment into the entrepreneurial world module aims to reinforce your entrepreneurial experience.

This Module is dedicated to those of you who are not working on a personal project and who will/have select(ed) the Innovation Management Track.

To fulfill this module 3 options are given to you:
1° **Consulting Project:** You have to work for a start-up, a large company, an organization... and realize a mission for them. You are in charge of finding this business partner and to identify precisely what is going to be your mission.

You have to write down, in the attached document, the expectations of the company & indicative deadlines so that the mission can be validated in advance by the module coordinator.

It can be done individually or in pair.
It can be done within the company or outside the company depending on the type of mission.
It will last for a semester (12 to 16 weeks), 4 to 6 hours per week average, whenever you what depending on the company's needs but will end maximum June 2016.

Part of this mission can be done in San Francisco.

2° **Immersion study trip:**
In a group of 4 students minimum, you organize an immersion study trip aiming to discover an entrepreneurial ecosystem that hasn't been visited in class.

Once the group has been formed and the place has been identified, you need to get the project validated by the module coordinator.

The extra costs relies on the students.

3° **Any other important mission** that you consider as being relevant for you and your future career.

**ASSESSMENT METHODS**

1° option:
Students are graded on the basis of their consulting report on:
- The quality of the mission,
- The quantity of the mission,
- The diversity of the mission,
- The achievement or not of the mission. Students are evaluate both by:
  - The partner business
  - The module coordinator

2° option:
Students are graded on the basis of their report on:
- The selection of the destination
- The quality of preparatory work and the contact identification work
- The quantity and the quality of the visits and interviews there Students are evaluate both by:
  - Their co-travellers
  - The module coordinator

3° option:
Grading depends on the type of project.
Each mission should be validated in advance by the module coordinator Jean Michel LEDRU and Clare GATELY
Each mission should lead to the writing of a 5 page report.
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>
### MSc ENTREPRENEURSHIP 2016-2017

| 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>
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</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.
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. Comprendre et s’exprimer dans les situations courantes de la vie sociale et professionnelle.

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

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

**CONTENU DU COURS**

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

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

**METHODES D’EVALUATION**

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

**LECTURES**

http://www.lesechos.fr
http://www.lejournaldunet.com