MSC STRATEGY CONSULTING
AND DIGITAL TRANSFORMATION
ACADEMIC YEAR 2016-2017
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<th>COURSES</th>
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<td>Crack Business Cases : Techniques &amp; Capabilities</td>
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17_M2_LI_SOC_S1_CCO_MGT_1193: STRATEGY & BUSINESS MODELING
NUMBER OF HOURS: 30
SEMESTER 1
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: DENIS DAUCHY - ADIL MEFTAH

COURSE OBJECTIVES
In order to deal effectively with a consultancy process, the course addresses the following key questions: How to grasp a business situation from a strategic perspective? How to deal with a strategic analysis in the appropriate way? How to identify key strategic business issues? How to structure recommendations and a strategic line? How to go from strategy to business modeling? How to design a sustainable business model? How to diagnose a business model potential? How to make an appropriate oral presentation on strategy and business model topics?

LEARNING OUTCOMES
After having taken this course participants will be able to:
train and test their strategic thinking ability;
apply a concrete strategic analysis and business modelling methodology
articulate all the facets of a business system in order to craft appropriate analysis and recommendations.

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>Strategy as a methodology</td>
<td>Different perspectives on strategy. General framework</td>
<td>Dedicated articles on blackboard</td>
</tr>
<tr>
<td>2</td>
<td>Corporate core features</td>
<td>Identity, mission, vision, strategic segmentation, etc.</td>
<td>Dedicated articles on blackboard</td>
</tr>
<tr>
<td>3</td>
<td>External analysis</td>
<td>Prospective, industry value, competitive mapping</td>
<td>Dedicated articles on blackboard, case 1</td>
</tr>
<tr>
<td>4</td>
<td>Internal diagnosis</td>
<td>Competitiveness, resources and capabilities, value chain</td>
<td>Dedicated articles on blackboard, case presentation for some teams</td>
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<tr>
<td>5</td>
<td>Current strategy assessment</td>
<td>Portfolio analysis, generic competitive strategies</td>
<td>Dedicated articles on blackboard, case presentation for some teams</td>
</tr>
<tr>
<td>6</td>
<td>Business model as a framework</td>
<td>Definition, framework, 9 blocks global methodology</td>
<td>Dedicated articles on blackboard, case presentation for some teams</td>
</tr>
</tbody>
</table>
### Value creation
- **Customer value proposition, revenue model**
- Dedicated articles on blackboard, case presentation for some teams

### Operational design
- **Value system, operational alignment**
- Dedicated articles on blackboard, case presentation for some teams

### Economic equation
- **Costs structure, capital turn, future cash flow**
- Dedicated articles on blackboard, case presentation for some teams

### Execution
- **KPI design, transformation framework**
- Dedicated articles on blackboard, case presentation for some teams

### 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>
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<tr>
<td>Business case 1</td>
<td>10</td>
<td>Short case</td>
<td>Between session 1 and 3</td>
<td>Business problem solving</td>
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<tr>
<td>Business case 2</td>
<td>30</td>
<td>Choice of a case per team</td>
<td>Between session 3 and end of the module</td>
<td>Global diagnostic and recommendation</td>
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<tr>
<td>Individual exam</td>
<td>60</td>
<td>Business case</td>
<td></td>
<td>Strategic thinking and business modelling ability</td>
</tr>
</tbody>
</table>

### READINGS
- Compulsory: various articles on blackboard
- **Recommended:**
  - Playing to win. How strategy really works – A Lafley, R Martin – HBR Press - 2013
  - Seizing the white space Business model innovation for growth and renewal, Johnson, Harvard Business Press 2010
  - 7 étapes pour un business model solide, Dauchy, Dunod 2013
17_M2_LI_SOC_S1_CCO_MGT_155: CRACKING BUSINESS CASES: TECHNIQUES & CAPABILITIES (CBC)

NUMBER OF HOURS: 30 hours
SEMESTER: 1
INTERNATIONAL PROGRAMME – 4 ECTS
COURSE COORDINATOR: Marc Kitten

COURSE OBJECTIVES
This is the second of two complementary modules that combine into a global programme designed to equip the students with the methodologies of strategy and management consulting. Students will be shown what to practice to develop their consulting skills, but their success in the programme rests upon their individual contribution, involvement and intensive practice beyond the class.

This workshop-presentation will focus on successful strategies and effective approaches in solving consulting problems, more specifically for consulting case interviews, although the logic is the same as in real client engagements.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the recruiting process at strategy and management consultancies
Understand the expectations of the recruiters and the skills they are looking for
Prepare themselves for the case study and learn how to "crack the case", i.e. integrate the capability to develop a robust structured recommendation when confronted to any business problem.

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>Management consulting industry.</td>
<td>The different roles of the consultant. Consulting projects, organisation and processes.</td>
<td>Read the cases</td>
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<tr>
<td>2</td>
<td>Recruiting process</td>
<td>Steps of the recruiting process, challenges and pitfalls</td>
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<tr>
<td>3</td>
<td>Strategy cases, « brainteasers » and « guesstimates »</td>
<td>Example of cases</td>
<td></td>
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<tr>
<td>4</td>
<td>Review of the methodologies for acing the case</td>
<td>Problem solving, pyramid principle, decision trees and structuring frameworks</td>
<td></td>
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<tr>
<td>5</td>
<td>Examples of cases (McKinsey, BCG, Bain, Oliver Whyman, AT Kearney, Booz, etc.)</td>
<td>Case sensitive content</td>
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<tr>
<td>6</td>
<td>Structuring and communicating a solution –</td>
<td>Basic elements of communication (Examples from McKinsey, Bain, Accenture)</td>
<td></td>
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</table>

TEACHING & LEARNING METHODS
Workshop in the form of an interactive lecture with numerous individual and group class exercises, mostly consulting recruiting cases from the top strategy consultancies.
**Assessment Methods**

<table>
<thead>
<tr>
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<th>Learning Outcome Evaluated</th>
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<tr>
<td>Group coursework</td>
<td>75</td>
<td>Students will be graded on one coursework done in small groups (structured approach to the analysis of a recruiting case study).</td>
<td>Between days 2 and 3</td>
<td>Ability to “ace the case”</td>
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<tr>
<td>Individual</td>
<td>25</td>
<td>In addition, individual participation in class will be taken into account in the grading.</td>
<td>continuous</td>
<td>Skills and will</td>
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</table>

**Readings**

Compulsory readings (texts will be provided. Please read before the workshop):
- II - 01 - Bain - Ace the case
- II - 02 - Bain Management Tools
- II - 03 - BCG matrix and McKinsey-GE matrix
- II - 04 - BCG Diamond framework
- II - 05 - Booz - Communication skills for MBAs
- II - 06 - McKinsey 2001 - War for Talent
- II - 07 - McKinsey MACS framework
- II - 08 - McKinsey 7S model
- II - 09 - McKinsey Health Metrics
- II - 10 – A.T.Kearney - Strategy chessboard

Recommended additional readings:
- Vault Guide to the Case Interview and Vault Case Interview Practice Guide 2 (vault.com)
- Wetfeet - Ace your Case - 5 books (wetfeet.com)
- Case in Point: Complete Case Interview Preparation by Marc Cosentino (CaseQuestions.com)
- Ace the Case - 3 e-books (AceTheCase.com)
- Crack the Case: How to Conquer Your Case Interviews, by David Ohrvall
- Barbara Minto - The Minto Pyramid Principle

**Rules for Absence and Plagiarism**

This is an intense workshop that requires the presence of the students. There is no obvious alternative to participating in it.
MSc STRATEGY CONSULTING & DIGITAL TRANSFORMATION
2016-2017

17_M2LI_SOC_S1_CCO_MGT_4443: STRATEGIC ANALYSIS AND BUSINESS INTELLIGENCE

NUMBER OF HOURS: 30
SEMESTER: 1
INTERNATIONAL PROGRAMME – 4 ECTS
COURSE COORDINATOR: HUGO BONY

COURSE OBJECTIVES
The objectives of this class are to reflect on strategy definition and implementation in today’s business environment and endow students/future professionals with data-mining and analytical tools designed to help organizations with their strategic challenges.

LEARNING OUTCOMES
After taking this course, students will be able to:
- Relate to strategy in different business environments
- Apprehend competitive intelligence and data analysis
- Set-up strategic watch
- Realize ad hoc research
- Perform strategic analysis
- Build scenarios (strategy and lobbying) and recommendations

PREREQUISITES
M1 class in Corporate Strategy : Principles and Practices

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
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<tr>
<td>Session 1</td>
<td>HAVING A STRATEGY</td>
<td>Vision - Business plan</td>
<td>NONE</td>
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<td>Execution - Budgeting</td>
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<td>Sessions 2 &amp; 3</td>
<td>EXAMPLES OF STRATEGY IN DIFFERENT ENVIRONMENTS</td>
<td>BUSINESS CASES on M&amp;A, globalization, digital transformation, cost-cutting, sales and operations</td>
<td>READINGS</td>
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<td>Sessions 4 &amp; 5</td>
<td>COMPETITIVE INTELLIGENCE AND DATA ANALYSIS DATA PROTECTION</td>
<td>Levels of competitive intelligence From raw data to intelligence</td>
<td>READINGS</td>
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<tr>
<td>Session 6</td>
<td>LOBBYING</td>
<td>Lobbying process and case studies</td>
<td>READINGS</td>
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TEACHING & LEARNING METHODS
Mini-lectures and case studies

ASSESSMENT METHODS

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<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
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<td>Individual exam</td>
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<td>MCQ and essay questions</td>
<td>At the end of class</td>
<td>LO1 LO2</td>
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<tr>
<td>Participation</td>
<td>20%</td>
<td>Commitment to class</td>
<td>During class</td>
<td>ALL</td>
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<tr>
<td>Group project</td>
<td>40%</td>
<td>Presentation of</td>
<td>Within 4 weeks</td>
<td>LO3-LO4-LO5-LO6</td>
</tr>
</tbody>
</table>
READINGS


STRATEGIC AND COMPETITIVE ANALYSIS: Methods and Techniques for Analyzing Business Competition By Craig Fleisher and Babette Bensoussan (Prentice Hall, 2002)


COMPETITIVE INTELLIGENCE: How to Gather, Analyze, and Use Information to Move Your Business to the Top By Larry Kahaner, aTouchstone Book – Simon & Schuster (1997)

Despite their promises and increasing popularity, M&A and Strategic alliances are not without risks and shortcomings. In this course, we will analyse in depth those two growth strategies and compare their merits vs. demerits. Both strategies may indeed enable firms to achieve and sustain growth by boosting sales, profits and stock prices. In reality, however, most of M&A and Strategic alliances fail, destroy shareholder value and inflict financial damages on one or all firms involved. Being able to successfully initiate, design and implement M&A and Strategic alliances has then become a key source of competitive advantage. In order to foster your own ability and strategic thinking skills in this regard, this course will introduce you to quantitative and qualitative analytical tools. Each of them will be applied to real-world situations via case studies and a group project. This course is relevant for students wishing to pursue careers as managers, entrepreneurs or consultants.

**LEARNING OUTCOMES**

By the end of the course, students should be able to:

- Perceive and assess the opportunities but also challenges associated with M&A and strategic alliances;
- Implement each acquisition/partnering phase: identify the right target/partner, negotiate and design the M&A/partnership, and implement the M&A/partnership;
- Evaluate the performance of M&A and Strategic Alliances.

**PREREQUISITES**

Basic course in strategic management

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### COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
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<tbody>
<tr>
<td>SESSION 10</td>
<td>Plenary Session</td>
<td>Competition “APPLICATION PROJECT”</td>
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</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**

The course combines lectures, case studies, a group project, and readings of academic and business articles. A key objective is for you to develop your own personal synthesis and approach for identifying and addressing problems that managers face in M&A and strategic alliances. Needless to say, preparing before attending classes gives you the best way to practice in lieu of actually designing and managing M&A and strategic alliances. For this reason, questions are provided for each case to assist you in your preparation and analysis.

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
</table>
## Participation and class preparation

| Participation and class preparation | 20 | To carefully read the cases and articles before class and actively participate in the discussions. | Throughout the course | Preparation involves not just thorough analysis, but also developing a personal position on the issues raised. |

## Group project

| Group project | 20 | To use course material and prepare a strategic analysis of a potential acquisition or alliance (as outlined below) | The last class | Criteria are professionalism, extent of knowledge conveyed, logical flow and structure, and use of information. |

## Exam

| Exam | 60 | A closed-book exam will take place during the final exam period. | The end of the semester | Ability to understand and apply the concepts and frameworks presented in class sessions. |

### READINGS

See course description

### RULES FOR ABSENCE AND PLAGIARISM

The official rules applied in the MSc of Strategy and Organization Consultancy will also be applied for this course.
17_M2_LI_SOC_S1-CCO_MGMT_152: STRATEGIC ANALYSIS & CRITICAL THINKING (SACT)

NUMBER OF HOURS: 30
SEMESTER: 1
INTERNATIONAL PROGRAMME – 4 ECTS
COURSE COORDINATOR: MARC KITTEN

COURSE OBJECTIVES
This is the first of two complementary modules that combine into a global programme designed to equip the students with the methodologies of strategy and management consulting. Students will be shown what to practice to develop their consulting skills, but their success in the programme rests upon their individual contribution, involvement and intensive practice beyond the class.
This workshop-presentation will focus on successful strategies and effective approaches in solving consulting problems. This part reproduces the conditions of a real client engagement. In addition, guest speakers from the top firms will share insight on problem-solving. They will also comment on the specific approaches and culture of their consulting firm.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Further develop their ability to master the techniques that were developed by McKinsey, BCG and Bain and are systematically used by their consultants in their client engagements. This includes the pyramid thinking applied to both problem-solving and communication, the systematic quantification in the analytical approach, the ability to build upon ever-changing working hypotheses and to apply the Pareto principle to all aspects of the consulting work.
Apply a tested business problem solving methodology with problem definition, identification and structuring of issues using pyramid thinking and issue trees, prioritisation, primary and secondary research, issue analysis, and synthesis.
Perform effective business communication and support to decision making that includes the translation of the solution into memorable written and oral messages delivered in a tailored way to the audience.

PREREQUISITES
The programme weights the ability to perform basic calculations and analysis in situations of incomplete information, thus requiring quantitative skills and the ability to make reasonable assumptions.
Students also need an understanding of the basic functioning of the firm (finance, marketing, operations, human resources, strategy) that their studies should have equipped them with.

COURSE CONTENT

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Problem-solving methodology</td>
<td>Problem definition</td>
<td>See readings section</td>
</tr>
<tr>
<td>3</td>
<td>Decomposition of the problem</td>
<td>Decomposition of the problem into</td>
<td></td>
</tr>
<tr>
<td></td>
<td>into issues using logic trees</td>
<td>issues using logic trees</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Prioritisation of the issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Data research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Issue analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Synthesis of results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Communication</td>
<td>Visual and oral communication</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Final presentation of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>solution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING & LEARNING METHODS

Workshop around a case study specifically developed for the program with alternating of work in small teams and class interactions.

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>Team presentations</td>
<td>75</td>
<td>Each student team will deliver intermediary recommendations and present at least one of them in front of the class. Each team will present their final recommendation in front of the client. All recommendations and their presentation will be graded</td>
<td>sequential</td>
<td></td>
</tr>
<tr>
<td>Individual contribution to the group and to the team</td>
<td>25</td>
<td>Students grade anonymously the individual contribution of their teammates. In addition, the lecturers allocate positive (or negative) points for the individual participation in class (students can add up to 15 points or lose up to 10 points out of 100)</td>
<td>continuous</td>
<td></td>
</tr>
</tbody>
</table>

READINGS

Compulsory readings (texts will be provided. Please read before the workshop):
I - 01 - Bain Training - Problem Solving
I - 02 - Bain Training - Presentations
I - 03 - BCG - Supply chain
I - 04 - McKinsey Quarterly - Problem solving - Untangling underperformance
I - 05 - McKinsey Quarterly - How Companies Approach Innovation

Recommended additional readings:
Barbara Minto: “The Minto pyramid principle” (McKinsey seminal work)
Gene Zelazny: “Say it with charts”
The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives by Carl W. Stern and Michael S. Deimler
The McKinsey Mind - Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World’s Top Strategic Consulting Firm by Ethan M. Rasiel and Ph.D., Paul N. Friga

Interesting industry articles and reports from top consultancies:
I - 07 - Report - Bain 2010 - China Luxury Market
I - 08 - Report - Bain 2011 - Winning wealth management
I - 09 - Report - BCG 2010 - Batteries for electric cars
I - 10 - Report - BCG 2010 - Making a difference
I - 12 - Report - McKinsey 2010 - Carbon Economics

RULES FOR ABSENCE AND PLAGIARISM

This is an intense workshop that requires the presence of the students. There is no obvious alternative to participating to it.
COURSE OBJECTIVES
To teach students how to better frame ethical issues related to business and the economy, and to become more aware of the ethical dimension of their domain of specialization, for example typical dilemmas that occur in the consultancy profession.

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 their domain of specialization.
The aim of the course is not to provide precise answers to specific questions, but to raise the awareness of how important these issues are in business, as well as the willingness and the competence to analyse them.

PREREQUISITES
The only important prerequisite is intellectual honesty, i.e. the willingness to be led where the argument leads 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 MSc SOC and focuses on ethical issues concerning this particular domain of specialization, like for example conflicts of interest, confidentiality and professionalism is general.
There will be some unavoidable conceptual clarifications, but most of the time will be spent on cases and on also in discussions with invited professionals.

TEACHING & LEARNING METHODS
The seminar consists of lectures, presentations and discussions of compulsory readings. Some interaction is welcome and will be provoked.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>40%</td>
<td>Details will be given during the first class.</td>
<td>Students will have one week to do the assignment and to submit it on blackboard.</td>
<td>Capacity to assess and to evaluate the normative framework of consultancy firms.</td>
</tr>
<tr>
<td>Individual written assignment</td>
<td>60%</td>
<td>Case or theoretical article (optional) will be posted on Blackboard.</td>
<td></td>
<td>Capacity to analyse a case from an ethical perspective. Or capacity to read an ethical argumentation and to discuss an ethical issue in detail.</td>
</tr>
</tbody>
</table>

READINGS
Compulsory readings will be posted on Blackboard.
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.

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

Students must be enrolled in the MSc Strategy and Organization Consultancy program.

A 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.)

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.

PLEASE READ ASSIGNMENTS EACH DAY BEFORE CLASS, INCLUDING CASE MATERIAL. Advance written preparation is not necessary but be prepared to discuss and review cases in class. Additional discussion questions may be assigned so be sure to consult powerpoints from each class to review any changes in next assignment.

R stands for Reading; C stands for Case. See listings below at the end of the syllabus.

Note: Some cases will be carried over into following classes/class discussions.

### Date    TOPIC             READINGS and CASES:

**Class 1:** Management of Innovation: Overview
- Innovation defined.
- Why Innovation is important.
- Where Entrepreneurship fits in the picture
- Why Innovations fail

**Part I: Managing the new product process**
- Overview and Identifying the opportunity:
- How to Screen Ideas
- Commercialization of Technology

- CASE: To be announced

**Class 2:** Part II: Managing the new product process
- Commercialization of technology

**Class 3:** Knowledge Management & communities of practice (CoP)
- CASE: TO BE ANNOUNCED

**Class 4:** Open innovation vs. closed innovation
- CASE: TO BE ANNOUNCED

### 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 Strategy and Organization Consultancy program.
Class 5  Disruptive technologies

R7: MacFarquhar (you need to read first 4-5 pages only)
R8: Downes and Nunes, Big-Bang Disruption
Optional 3: Hagel et al
CASE: TO BE ANNOUNCED

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>40%</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>60%</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>

READINGS


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.


CASES (Unless noted, cases will be made available as PDF’s on BLACKBOARD in Cases section)

CASES TO BE ANNOUNCED (3-4 short to medium length cases will be assigned appropriate for the different topics and assignments)


**COURSE OBJECTIVES**
This course aims at reviewing the impact of big data on business. Various sectors of industry are investigated and implications for business models, structures and functions are analysed.

**LEARNING OUTCOMES**
After taking this course, students will be able:
- To understand the impact of big data on business models, structures and corporate functions
- To apprehend the extent to which companies may integrate big data in strategy execution
- To make recommendations for big data integration into business models

**PREREQUISITES**
Previous course on Strategy and Business Models

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>IMPACT OF BIG DATA ON BUSINESS</td>
<td>REVIEW OF INDUSTRY-RELATED CASE STUDIES (agriculture and agrifood, tourism, banking and insurance, news and media, energy, transport)</td>
<td>None</td>
</tr>
<tr>
<td>Session 2</td>
<td>BIG DATA &amp; DATA ANALYTICS</td>
<td>TOOLS AND CONCEPTS (data mining, descriptive and predictive analytics)</td>
<td>Readings</td>
</tr>
<tr>
<td>Session 3</td>
<td>TRANSFORMING BUSINESS MODELS WITH BIG DATA</td>
<td>MARKET PLAYERS STRATEGY EXECUTION WITH BIG DATA</td>
<td>Readings Project work</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**
Inductive learning - Learning by doing Group work on real case simulations

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>60%</td>
<td>Class participation</td>
<td>During class</td>
<td>LO1</td>
</tr>
</tbody>
</table>
### Group project
- **Consulting project on case study**

#### In the final session
- **LO2**
- **LO3**

### READINGS

- Manyika et al, May 2011
- The field guide to Data Science – Booz Allen Hamilton, by Fred Blackburn et al, 2015
- Big Data: changing the way businesses compete and operate: Insights on governance, risk and compliance – EY, April 2014
- Big and Open Data in Europe, a growth engine or a missed opportunity? By Sonia Buchholtz, Maciej Bukowski, Aleksander Sniegocki - the Warsaw Institute for Economic Studies (WISE Institute) - 2014
- Moving up the digital marketing maturity with Big Data analytics – IBM White Paper, 2012
The course is designed to provide students with the conceptual and methodological tools needed to complete a master project.

To benchmark high quality work and facilitate choice of master project
To apprehend the conceptual and methodological tools needed to carry out a consulting project or a case study. To conduct documentary research

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 - Plenary</td>
<td>Objectives, content and structure of master project</td>
<td>Methods used in business research</td>
<td>None</td>
</tr>
<tr>
<td>Session 2 - Tutorial</td>
<td>Quantitative research</td>
<td>Conceptual and methodological tools</td>
<td>Choice of master project Readings</td>
</tr>
<tr>
<td>Session 3 – Tutorial</td>
<td>Qualitative research</td>
<td>Conceptual and methodological tools</td>
<td>Choice of master project Readings</td>
</tr>
<tr>
<td>Session 4 - Tutorial</td>
<td>Consulting project</td>
<td>Conceptual and methodological tools</td>
<td>Choice of master project Readings</td>
</tr>
<tr>
<td>Session 5 - Tutorial</td>
<td>Case Study</td>
<td>Conceptual and methodological tools</td>
<td>Choice of master project Readings</td>
</tr>
</tbody>
</table>

Socratic dialogue, learning by doing, teamwork, academic readings

<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>Master Project</td>
<td>100%</td>
<td>Fill in template</td>
<td>To be submitted by</td>
<td>All</td>
</tr>
<tr>
<td>intermediary document</td>
<td>provided by course instructor</td>
<td>15 Nov., 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ample dissertations, consulting projects and case studies will be available for analysis on Blackboard Business research methods - Alan Bryman and Emma Bell - 4th edition – Oxford University Press, 2011
Business research methods and statistics using SPSS – Richard Burns and Robert Burns, 2008 – SAGE Sample qualitative article from JOURNAL OF INTERNATIONAL BUSINESS STUDIES
Sample quantitative article from SMALL BUSINESS ECONOMICS
17_M2_LI_SOC_S1_CCO_MGT_4445: PEOPLE SKILLS

NUMBER OF HOURS: 15
SEMESTER 1
INTERNATIONAL PROGRAMME - 2 ECTS
COURSECOORDINATOR: CHRISTINE COISNE

COURSE OBJECTIVES
This course is intended to provide students with a good understanding and practice of essential people skills that are necessary in the strategic analysis and consulting fields.

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Relate to people effectively in professional situations
- Conduct meetings
- Lead interviews
- Devise and make effective presentations
- Deal with stress and conflict

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct meetings</td>
<td>Agenda – Chair – Preparation and follow up</td>
<td>HAVARD MANAGE MENTOR – meeting management</td>
</tr>
<tr>
<td></td>
<td>Lead interviews</td>
<td>Types of interviews – Interviewing techniques</td>
<td>HAVARD MANAGE MENTOR –</td>
</tr>
<tr>
<td></td>
<td>Communicate effectively</td>
<td>Critical thinking – Non-verbal and verbal communication – Salesmanship</td>
<td>HARVARD ONLINE MANAGEMENT COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td>Deal with conflict</td>
<td>Types of conflict – Techniques to manage and overcome conflict</td>
<td>HAVARD MANAGE MENTOR –</td>
</tr>
<tr>
<td></td>
<td>Deal with stress</td>
<td>Sources of stress – Techniques to manage and overcome stress</td>
<td>HAVARD MANAGE MENTOR –</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Simulations Learning by doing E-learning
## 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 presentation</td>
<td>40%</td>
<td>On a pre-selected topic</td>
<td>At the end of the course</td>
<td>LO1</td>
</tr>
<tr>
<td>Online learning</td>
<td>20%</td>
<td>Final score in the online course</td>
<td>In preparation for session 4</td>
<td>LO4</td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>40%</td>
<td>Participants will have to hand in a summary for each topic</td>
<td>At the beginning of sessions 1-2-4-5</td>
<td>LO2, LO3, LO5</td>
</tr>
</tbody>
</table>

### READINGS
- Your Customers are People: Develop Consultancy Skills by Tessa Scott-Thomas - Little Demon Publishing Company, Limited - 2012
- The Presentation Book: How to create it, shape it and deliver it! by Emma Ledden – Pearson Education Limited – 2014
- The ManagerMentor – Harvard Business Publishing
- Harvard Online Management Communication course – Harvard Business Publishing

### RULES FOR ABSENCE AND PLAGIARISM
Refer to School Rules
COURSE OBJECTIVES
Microsoft Excel is one of the most powerful spreadsheet tools today. It offers endless functionalities and yet it is often under-exploited. This course aims at giving students a wide view over Excel’s many possibilities. Along with their creativity and quick-wit, it will bring them a whole new range of tools to face some of the challenges of their career path.

LEARNING OUTCOMES
After having taken this course participants will be able to:
1. Use Excel from a wider angle and thus be more efficient.
2. Use Workbooks linked to one another or linked to the Internet.
3. Use pictures and charts linked to data
4. Design interactive workbooks
5. Use the macro recorder to complete repetitive tasks
6. Understand the basics of a VBA procedure.

PREREQUISITES
Ease with Excel is required: being able to handle the regular layouts, formulas, functions and address system.

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>Advanced functions</td>
<td>VLookup and Index Navigation in wide tables Advanced sheet design Linked data &amp; Hyperlinks</td>
<td>Review the B3 software package course to regain ease with Excel.</td>
</tr>
<tr>
<td>2</td>
<td>Dynamic content</td>
<td>Formula manager Dynamic pictures Dynamic charts Protecting data</td>
<td>Further understanding of the functions structures, Exploring tabs: formulas, review, and data</td>
</tr>
<tr>
<td>3</td>
<td>Pivot tables and advanced user-form controls</td>
<td>Pivot Tables Developer tab Form/active X controls</td>
<td>Full understanding of the relative/absolute references in a table.</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to VBA</td>
<td>Macro recorder Relative references VBA editor</td>
<td>Explore the developer tab</td>
</tr>
<tr>
<td>5</td>
<td>Final project</td>
<td>Structure of a procedure Coding a simple task Building new functions</td>
<td>Ease with the use of user-form controls and dynamic contents</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual exam</td>
<td>100%</td>
<td>Test on computer</td>
<td>After the end of the course</td>
<td>Everything up to the macro recording with relative references</td>
</tr>
</tbody>
</table>

READINGS

Excel 2013 Bible – John Walkenbach
Kindle Edition

RULES FOR ABSENCE AND PLAGIARISM

Presence at all sessions is highly recommended to be successful at the final exam. Plagiarism or absence at the exam will result in a grade of zero.
The updated Spreadsheet Modeling course teaches students how to use Microsoft Excel 2013 as both a reporting tool and a modeling tool for solving business problems. It is appropriate for both beginning and experienced users of Microsoft Excel. The course begins with an in-depth tour of the Excel environment and includes many helpful shortcuts and tips for mastering the functions in Excel. Students apply this knowledge to creating spreadsheet models, powerful tools for analyzing data and making business decisions. The course is set in a fictional bakery specializing in French pastries. Students use the features of Microsoft Excel to study product costs, determine pricing, and track payroll. They build spreadsheet models to help make informed business decisions. The course closes with the Monte Carlo simulation, a tool for understanding the effect of uncertainty on business decisions.

**LEARNING OUTCOMES**

Use Microsoft Excel 2013 to create spreadsheet models to solve business problems

**PREREQUISITES**

Basic Knowledge of Excel

**TEACHING & LEARNING METHODS**

**Harvard Business Publishing Online Course:** course topics are presented in a highly interactive format with narrated animations and self-correcting exercises designed to engage students in the learning process and help them understand complex concepts quickly.

**ASSESSMENT METHODS**

Microsoft Excel worksheets are included to assist students as they work towards mastering the subject matter. The course includes pre- and post-assessments.

The course will have to be completed before the Advanced Excel course starts

**READINGS**

None
COURSE OBJECTIVES
The primary objective of the introductory section is to increase understanding of the relationships among the financial statements used to describe a business. The section covers a range of topics including key accounting terms and concepts, understanding the balance sheet, and analyzing the statement of cash flows.

LEARNING OUTCOMES
To better understand the relationships between financial statements To better analyze the impact of financial data on business

PREREQUISITES
Basic finance and accounting

COURSE CONTENT

The Balance Sheet: Assets / Liabilities / Owner's Equity / The Accounting Equation / Concepts: Dual Aspect, Historical Cost / Ratios: Current Ratio and Total Debt to Equity Ratio


TEACHING & LEARNING METHODS
Students learn at their own pace: the module must be completed before November 11

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of online quiz 1</td>
<td>50%</td>
<td>See content above</td>
<td>BEFORE NOV 11</td>
<td>ALL OF THE ABOVE</td>
</tr>
<tr>
<td>Completion of online quiz 2</td>
<td>50%</td>
<td>See content above</td>
<td>BEFORE NOV 11</td>
<td>ALL OF THE ABOVE</td>
</tr>
</tbody>
</table>

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

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

PREREQUISITES
Accounting, corporate finance, marketing and strategy fundamentals

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

TEACHING & LEARNING METHODS
COMPUTER-BASED SIMULATION

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-WORK</td>
<td>30%</td>
<td>COMPLETION OF REHEARSAL TUTORIAL SITUATION</td>
<td>3 WEEKS BEFORE SIMULATION</td>
<td>LO1 LO2</td>
</tr>
<tr>
<td>SIMULATION RESULTS</td>
<td>40%</td>
<td>6 MULTIPLE DECISION ROUNDS</td>
<td>DURING SIMULATION</td>
<td>LO3 LO4</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>30%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>18 MULTIPLE CHOICE QUESTIONS ON SIM CONTENT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ON COMPLETION OF SIMULATION</th>
<th>LOS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPSTONE TEAM MEMBER GUIDE</td>
</tr>
</tbody>
</table>
17_BM_LI_BM_S1_CCO_CCS_4499: SOCIO-CULTURAL FRANCE

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

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

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

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

COURSE CONTENT

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

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

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

READINGS


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.
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, salaires, contrats, formations, congés…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------</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>

**MÉTHODES 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.

**MÉTHODES D’ÉVALUATION**

Par semestre :

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

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

**LECTURES**

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

**READINGS**

Information about readings will be provided in class and posted on Blackboard


# 17_M2_LI_SOC_S2_ELE_MGT_1194: DUE DILIGENCE

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

## COURSE OBJECTIVES

When considering its development strategy in a specific business area, a management team is generally faced with the alternative of (i) either promoting internal growth or (ii) considering external growth opportunities. Each of these two solutions (which can obviously be mixed) requires different skills and key success factors. At the same time, they bring about different risks. The objective of the course is (i) to briefly present the two development scenarios and (ii) to further elaborate on one of the major components of the external growth strategy, the due diligence process. Although due diligence will first be described including all the various topics addressed in such a process (strategic, financial, legal, social, environmental...), the course aims at focusing on two aspects: strategic due diligence (identification and evaluation – from a strategic point of view – of potential targets and opportunities) and financial due diligence (detailed understanding of the historical financial performance and elaboration / challenging of the Business Plan).

## LEARNING OUTCOMES

After having taken this course participants will be able to:

- Be familiar with the actors and major participants in an external growth projects, be familiar with and understand the objectives and major steps of strategic and financial due diligence
- Be aware of the skills necessary both in strategy and finance/accounting to participate in a due diligence process
- Have developed their sense of analysis and “healthy skepticism” and their ability to apprehend a strategic question, have put in action their financial analysis skills
- Have implemented very concretely their strategic and financial knowledge, be convinced that every project is different and needs to be solved differently

## PREREQUISITES

The students are expected to have a comprehensive knowledge of the concepts of (i) business strategy and (ii) finance and accounting.

## COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| Day 1 | Overview of a transaction process | Actors and participants of external growth  
Objectives of due diligence | none |
| Day 2 | Strategic due diligence  
Financial due diligence | Description of process | Readings and case studies |
| Day 3 | Implementation of due diligence process | Risks, pitfalls and best practices– Examples of due diligence reports | Final project preparation |

## TEACHING & LEARNING METHODS

The course is led by due diligence professionals with an extensive experience in leading such processes. It mixes i. theoretical knowledge, (ii) very concrete descriptions of what real life transactions look like and (iii) business cases allowing the students to lead their own basic due diligence.

It requires students to be proficient in finance and accounting, to participate during the theoretical part of the course and
to get involved in the business cases proposed.

### 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 project</td>
<td>75%</td>
<td>DUE DILIGENCE PROCESS</td>
<td>DAY 3</td>
<td>LO3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LO4</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
<td>CONTRIBUTION TO DISCUSSION</td>
<td>DAY 1 &amp; 2</td>
<td>LO1 &amp; LO2</td>
</tr>
</tbody>
</table>

### READINGS

The Art of M&A Due Diligence, Second Edition: Navigating Critical Steps and Uncovering Crucial Data by [Alexandra Reed-Lajoux](#)

Due Diligence: Definitive Steps to Successful Business Combinations by [Mr Denzil Rankine, Graham Stedman, Mark Bomer](#)

### RULES FOR ABSENCE AND PLAGIARISM

See MSc SOC code of conduct
The importance of creating long-term profitable customer relationships is the reason that modern businesses have embraced Customer Relationship Management (CRM) concepts and technologies in order to create competitive advantage. The students will acquire an “in-depth” practical business experience with the CRM application of salesforce.com the worldwide leading provider of CRM solutions through three tutoring sessions. The course will emphasize the key implication of the Sales function in the CRM process for developing strategically the Economic and Relational values of a base of Customers.

After having taken this course participants will be able to:

- Analyze complex customer base situations in an international business environment.
- Evaluate and select customers strategically to develop a loyal relationship with them.
- Create and stimulate a “Customer Centric” attitude in their future organizations.
- Apply basic rules to promote and use efficiently sophisticated “cloud based” CRM applications
- Understand the merits of customer segmentation and its impact on the company profitability.
- Evaluate the Customer Lifetime Value of a base of Customers in BtoB and BtoC environments.
- Remember how to use CRM tools to make managerial strategic decisions and present them.

Students will also:

- Develop the ability to communicate and make a professional management presentation.
- Acquire the basic knowledge to be able to fulfil later Marketing/Business Development, Purchasing and Key Account Management positions. Their in-depth knowledge of the salesforce CRM application will be a real plus on the job market.

A basic introductory course in Marketing and Sales Management, some knowledge in strategic Business to Business Marketing would be a plus.

Students should feel comfortable with numbers and enjoy working with sophisticated digital tools in a business environment.
<table>
<thead>
<tr>
<th>#4 (split groups)</th>
<th>CRM tutoring Workshop III</th>
<th>Satisfaction, loyalty and retention Tutoring: Customer Lifetime Value (CLV) RFM modeling in Business to Consumer</th>
<th>Customers success stories videos Nespresso case</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 (full class)</td>
<td>The Social Revolution and future trends</td>
<td>Be an “Internet Company” Connect to your customers in a new way Customers Success stories in BtoB and BtoC</td>
<td>Concluding session animated with Sven Lindler from sfdc</td>
</tr>
<tr>
<td>End of Semester presentations</td>
<td>TelTech case: BOD presentations</td>
<td>TelTech Board of Directors Meeting Presentation of worldwide optimization Teams of 5 or 6 students, 20 minutes</td>
<td>16 or 18 teams 40% of course grade</td>
</tr>
<tr>
<td>End of Semester Exam</td>
<td>Final Exam</td>
<td>Individual, written, open book 2 hours, no computer, tablet, phone Distributed documents, personal notes OK.</td>
<td>Individual: 40% of course grade</td>
</tr>
</tbody>
</table>

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Class Participation</td>
<td>20%</td>
<td>Personal use of the CRM application</td>
<td>On going</td>
<td>CRM visits, creation of reports and dashboards</td>
</tr>
<tr>
<td>Team Presentation (Team part)</td>
<td>20%</td>
<td>Management Presentations</td>
<td>PowerPoint, 20 minutes,</td>
<td>Strategic sales recommendations</td>
</tr>
<tr>
<td>Team Presentation (individual part)</td>
<td>20%</td>
<td>Management presentations</td>
<td>3 to 4 minutes per students</td>
<td>Ability to make a professional pres.</td>
</tr>
<tr>
<td>Individual</td>
<td>40%</td>
<td>Questions and Cases</td>
<td>2 hours Documents OK</td>
<td>Knowledge acquisition</td>
</tr>
</tbody>
</table>

**READINGS**

Basic books (at the EDHEC library)
Peter Cheverton, *Key Account Management*, Kogan Page, 2008
Other books that students might want to consult:
Frederick E. Webster, Jr., *Industrial Marketing Strategy*, 3rd edition, John Wiley and Sons, 1991

**RULES FOR ABSENCE AND PLAGIARISM**

Unjustified absences will be penalized by a 5 points penalty off the participation grade (20% of the course grade). EDHEC rules for plagiarism will apply to presentations and exams.
Back in 2000, it was estimated that the world’s codified knowledge would double every 11 hours. That estimate, while significantly shorter than previous ones (e.g. in early 20th century it doubled every 30 years, and in the 1970s it doubled every 7 years; source: Bontis, 2001), is exponentially larger than current rates of growth. For example, the blogosphere alone doubles every 6.5 months (source: Technorati, 2010). In the Web 2.0 era, individuals and companies are learning and adapting the way they communicate. For Marketing that has translated in an explosive growth in the popularity of social media to reach, engage, and grow the relationship with prospective customers.

This course will afford you the opportunity to learn the new media that are transforming the business landscape. You will walk away having used digital media tools, gained an understanding of their respective strengths, and the synergistic effect from an integrated marketing communication that leverages the wide array of available tools, including: social networks, blogs, microblogs, and more. You will work directly with vehicles such as Facebook, Twitter, YouTube, LinkedIn, and others. Furthermore, you will create social and email advertisements. In doing so, you will learn to define goals, set objectives, and measure their impact through for pay or free services, including Google Analytics and Twitter third-party apps. We will finish by exploring location-based services as additional marketing opportunities.

At the end of this course, students will have achieved the following:
- Understand the social media marketing landscape
- Have broad comprehension on its impact on traditional marketing strategy
- Know how to create and manage a blog, a Twitter account, a Facebook Page, a LinkedIn account, social advertising campaigns on Facebook and LinkedIn, use LinkedIn and Facebook Groups, and track your social media influence
- Develop a social media marketing campaign that includes a content strategy, placement strategy, frequency strategy, crisis management, and impact measurement, and understand how it would integrate into an overarching integrated marketing communication that aims to promote brand/company awareness
- Understand the underlying theories on which marketing campaigns can be effectively created and delivered

There are no prerequisites for this course. Prior exposure to Marketing concepts and the use of Social Media are desirable.

<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 to Social Media Marketing (SMM) Marketing Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. C’s Top 10 SMM Tips SMM Strategy Facebook Pages for Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Twitter for Marketing Blogging for Marketing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The course will leverage both scholarly theories and applied best practices in educating students with respect to Social Media Marketing. The instructor will offer empirical evidence to support recommended social media marketing tactics. A combination of learning methods will be used, including homework and in-class assignments, project, and final exam.

### 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>Attendance</td>
<td>20%</td>
<td>Each full day missed carries a 5% penalty, with a max deduction of 20%. Prorated penalty for partly missed days.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Contributions made and conduct during class sessions</td>
<td>Student engagement during coverage of topics</td>
<td></td>
</tr>
<tr>
<td>Homework &amp; In-class assignments</td>
<td>20%</td>
<td>Completion of applied assignments</td>
<td>Learning of relevant concepts.</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>Each student will give a 5-minute presentation summarizing and showcasing his/her developed social media marketing campaign</td>
<td>Demonstration of topic mastery through the completion of an integrated social media marketing strategy and action plan</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
<td>Multiple choice questions on all concepts covered in the course.</td>
<td>Testing students’ theoretical and applied understanding of the subject matter</td>
<td></td>
</tr>
</tbody>
</table>

### READINGS

Selected chapters and articles to be provided during the course, including the following:


Optional resources:

RULES FOR ABSENCE AND PLAGIARISM

Continuous attendance is necessary to ensure mastery of the subject and clarity of the course process. Hence, each missed absence is penalized by 5% against the final grade, with a maximum of 20% in losses from the final grade. To have an absence excused, EDHEC-acceptable documentation needs to be submitted within one-week from date of absence.

Academic honesty is extremely important in this course. Put simply, I expect your work to be original and free of plagiarism. Additionally, cheating will not be tolerated. Any case of academic dishonesty (e.g., cheating, plagiarism) will result in a failed grade on the quiz, exam, or assignment at the least, and severe cases might result in failing the whole class. The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University, therefore, NO STUDENT SHALL:

- Claim or submit the academic work of another as one’s own.
- Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- Complete or attempt to complete any assignment or examination for another individual without proper authorization.
- Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- Alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- Fabricate or falsify data or results.

Please see your current university catalog for a more detailed explanation of plagiarism, cheating, and the faculty responsibilities and academic actions associated with student scholastic dishonesty.
In the last decade, by directly targeting financial performance, many firms did not obtain a sustained competitive advantage. Recognizing this, top consultancy firms focus on the underlying determinants of an organization’s effectiveness or health—key aspects of organization behaviour shown to be linked with better financial performance. The objective of this course is to learn how to analyze a firm’s organization health, in order to make better (and evidence-based) recommendations. The simulation, “Human capital Challenge” will be used to augment the lectures and case discussions. The simulation will focus especially on the following aspects:

Talent management  
Team leadership  
Engagement of team members  
The link between human capital and overall strategy.

After having taken this course participants will be able to:

To gain knowledge about the key elements making up models of Organization health, including, McKinsey’s Organization Health Index, (OHI) and the Dynamic System Planning (DSP) Model.

To apply such knowledge to the understanding of modern success (and failure stories) of individual firms by analysing selected cases covered in the course.

To be able to use the frameworks introduced in the course to learn how to evaluate a company in a new context—creating meaningful recommendations. (final project).

To develop hands-on leadership and teamwork skills.

Enrolled in MSc_Strategy and Organization Consultancy track.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Content</th>
<th>Preparatory work</th>
</tr>
</thead>
</table>
| 1     | Simulation Introduction-Business | Course overview  
Simulation: Introduction: Business  
Simulation: Decision 1a: in class | To be announced |
| 2     | Simulation Introduction HRM | Simulation: Introduction: HRM  
Simulation: Decision 1b: in class | Simulation: Decision 1 |
| 3     | OHI: Creating alignment, Part 1 | Introduction to McKinsey’s OHI Index Strategic Direction | Readings for Class 3 and Case preparation |

Preparation for Case 1: TBA  
Tentative preparation questions  
1. How is strategic direction handled?  
Other preparation questions to be announced.

| 4     | OHI: Creating | Debriefing for Simulation: Decision 2 | Readings for Class 4 and Case |

2-HOUR SIMULATION PERIOD OUTSIDE OF CLASS TO MAKE DECISION 2: Opportunities and Strategy
**TEACHING & LEARNING METHODS**

This course will emphasize the following training routine: introduction of topic via lecture, demonstration, practice, feedback. Pedagogical tools will include class exercises, simulations and cases. 

In addition to case analyses, students will participate in a business game, “the Human Capital Challenge”, providing participants with a holistic perspective on human capital and its relationship to business performance. The “Challenge” will run throughout the duration of the module, with specific learning objectives attached to different steps.

| 2-HOUR SIMULATION PERIOD OUTSIDE OF CLASS TO MAKE DECISION 3: Team culture and decision making |
|---|---|---|
| **5** | OHI: Creating alignment, Part III | Debriefing for Simulation: Decision 3 Leadership (Groups will meet for 2 hours prior to this class for Decision 3) |
| | | Readings for Class 5 and Case preparation |
| | | Simulation Decision 3 |
| 6 | OHI: Execution, Part I | Capabilities and Motivation |
| | | Readings for Class 6 and Case preparation |

Case 2: TBA
Discussion questions to be assigned.

| 2-HOUR SIMULATION PERIOD OUTSIDE OF CLASS TO MAKE DECISION 4: Talent, Engagement and Leadership |
|---|---|---|
| **7** | OHI: Execution, Part II | Debriefing for Simulation 4 Accountability |
| | | Readings for Class 7 and Case preparation |
| **8** | OHI: Execution, Part III | Coordination and Control |
| | | Readings for Class 8 and Case preparation |

| 2-HOUR SIMULATION PERIOD OUTSIDE OF CLASS TO MAKE DECISION 5: Clear Roles, Key measures (KPI) |
|---|---|---|
| **9** | OHI: Renewal, Part I | Debriefing for Simulation 5 External orientation/innovation |
| | | Readings for Class 9 and Case preparation |

| 2-HOUR SIMULATION PERIOD OUTSIDE OF CLASS TO MAKE DECISION 6: External focus and competition |
|---|---|---|
| **10** | OHI: Renewal, Part II | Debriefing for Simulation 6 Wrap-up |
| | | Readings for Class 10 and Case preparation |
| **11** | Final presentations | Student presentations using the OHI Model Recommendations based on Case analysis |
| | | Preparation for final presentations: OHI |
| **12** | Final presentations: Simulations | Final presentation for the Simulations |
| | | Prepare for final presentations: Simulation activity |
### 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 small-group and individual participation</td>
<td>During the course</td>
<td>LO1 and LO2</td>
</tr>
<tr>
<td>Final project</td>
<td>40%</td>
<td>Final project</td>
<td>End of course</td>
<td>LO3</td>
</tr>
<tr>
<td>Final project: Simulation**</td>
<td>30%</td>
<td>Final project</td>
<td>End of Course</td>
<td>LO3</td>
</tr>
</tbody>
</table>

* For full credit, make up work is required whether or not absence is excused. More details of this policy will be provided in class. Bonus points will be allocated for students who present the work of their groups to the rest of the class.

**Group grades will be corrected for self-peer evaluation to avoid free-riding and to compensate for those putting in extraordinary effort to coordinate a group. That said, all group members are expected to put in significant effort into each project (rather than rotating from case to case). More detailed information will be provided at the start of the course and on blackboard.

### READINGS

Compulsory unless otherwise noted. (Note that this list is tentative and will be updated before the start of the course).

- **Reading 8**: Hidden Talent, The Boston Consulting Group (from their web site).

Three cases will be assigned to cover key aspects of the course. They will be drawn from the Harvard Business Publishing Cases or similar sources and will be announced before the start of the course.

Cases used in previous years have included, for example: Porcini’s Pronto Raleigh & Rosse: Measures to Motivate Exceptional Service, Harvard Business School 4353 SAP: The Challenge of Aligning Sourcing and Innovation Strategies

### RULES FOR ABSENCE AND PLAGIARISM

This course abides by the overall rules for absence and plagiarism. In addition, regardless of medical excuse, you are expected to complete the work for each class. Furthermore, if you receive more than 1 unexcused absence for the course, you will receive a zero for continuous assessment. You will only get credit for group work if you are in class attendance on that day.
17_M2_LI_SOC_S2_CCO_MGT_158: FINANCIAL ACCOUNTING & REPORTING

NUMBER OF HOURS: 30
SEMESTER 2
INTERNATIONAL PROGRAMME - 4 ECTS
COURSE COORDINATOR: ARNT VERRIEST

COURSE OBJECTIVES
The course provides an overview of financial accounting concepts and practices, including a firm’s balance sheet, income statement, cash flow statement and disclosure notes. The syllabus aims at teaching students how to read, analyze, and interpret financial reports and financial accounting data to make informed business decisions.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Read and interpret a firm’s core financial statements
Analyze financial reports on the core aspects of financial statement analysis: liquidity, solvency and profitability
Link financial statements with each other, with firm’s business environment, with its industry and with its finance decisions

PREREQUISITES
None

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
</table>
| Lecture 1 | Introduction to Financial Reporting and Financial Statements | Balance sheet  
Income Statement  
Cash flow statement | TBA |
| Lecture 2 | Financial Statements: Overview of the Core FS | Overview of the Core Financial Statements and examples from IFRS and US GAAP | TBA |
| Lecture 3 | Financial Statement Analysis: Profitability | Disaggregation of ROE | TBA |
| Lecture 4 | Financial Statement Analysis: Liquidity and Solvency + Exercises | Liquidity and Solvency Exercises on FSA | |
| Lecture 5 | Operating Income | Detailed analysis of operating income | TBA |
| Lecture 6 | Operating Assets | Detailed analysis of operating assets | TBA |
| Lecture 7 | Case Study: IFRS vs US GAAP | | TBA |
| Lecture 8 | Game: Financial Statement Detective | | |
Course covers various relevant financial accounting topics and concepts including operating income, working capital, cash conversion cycle, equity/debt, cash flow, accounts receivable and inventory. For each of these items the course discusses how and why reporting occurs, next to analyzing these disclosures and statements. At the end of the course students will be able to analyze, interpret and communicate financial information. Although the subject focuses on the use of accounting information, students will also become familiar with the basic vocabulary and tools related to corporate finance. During the course, students will be taught how financial statements can inform investors about the firm’s strategy.

TEACHING & LEARNING METHODS
Intensive exercises on financial statement analysis
Case-study on the use of financial performance metrics within the company
Class discussions on various financial accounting topics – participation required

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>Team Assignments</td>
<td>30</td>
<td>2 assignments</td>
<td>TBA</td>
<td>All of them</td>
</tr>
<tr>
<td>Final Exam</td>
<td>70</td>
<td>Closed Book</td>
<td>TBA</td>
<td>All of them</td>
</tr>
</tbody>
</table>

READINGS
The lectures aim at improving the student’s knowledge and insight in financial accounting and financial statement analysis. The lecturers will provide course material presentations as well as discussions of practical examples and real-life accounting data. The text book by Easton, Wild, Halsey and McAnally serves as a guidebook for these lectures. I highly recommend students to purchase this book. Without it, students will not be able to prepare properly for tutorials and for the final exam. The text book is an excellent investment which students will be able to consult later in their professional careers.

Compulsory:
The textbook for the class is “Financial Accounting for MBAs” by Easton, Wild, Halsey and McAnally. We’ll be using the 6th edition. The textbook is a necessary part of the course materials. If you can get hold of the 6th or the 4th edition, that will work too.
Cybercrime, fraud, terrorism, corruption, money laundering, counterfeiting, piracy, kidnapping... multinational companies are continuously targeted by mafias and terrorist organizations, as well as by internal fraudsters, non-ethical competitors and fraudulent suppliers.

Far from being exotic nor trivial, economic crime management has become strategic for top managers, since these risks can impact any company in all of its dimensions: revenues, brand, IP, assets, products, resources, strategy, governance, and of course people.

From mafias to corrupted officials and its own employees: who are the predators of a company?
The first objective of the class Economic crime management is to deliver an exhaustive analysis of the major criminal risks generators.

From pure security solutions to strategic due diligence and sustainable development: how to manage criminal risks?
The second objective of the class is to present the multiple risk management solutions that multinational companies set up to cope with such risks.

The class will deliver two capabilities to the participants:

Ability to detect criminal risks existing in their business environment through the delivery of a criminal risks analysis methodology, improved for 10 years and implemented within major multinational companies partners of the EDHEC Chair Criminal risks management;

Precise identification and knowledge of the efficient risk management solutions to be mobilized when facing criminal risks.

The class will deliver two capabilities to the participants:

Ability to detect criminal risks existing in their business environment through the delivery of a criminal risks analysis methodology, improved for 10 years and implemented within major multinational companies partners of the EDHEC Chair Criminal risks management;

Precise identification and knowledge of the efficient risk management solutions to be mobilized when facing criminal risks.

None.

Session 1: Introduction + Risk analysis 1
Presentation of the research strategy of the EDHEC Chair Criminal risks management
Presentation of the criminal risks matrix
Analysis of the criminal economy dangerousness

Session 2: Risk analysis 2
Identification of external criminal risks generators
Focus on cybercrime
Focus on corruption
Coaching / Risk analysis

Session 3: Risk analysis 3
Identification of internal criminal risks generators
Focus on fraud
Focus on counterfeiting
Coaching / Risk analysis

Session 4: Risk management 1
Identification of external risk management solutions
Focus on private solutions
Focus on public solutions
Coaching / Risk analysis

Session 5: Risk management 2
Identification of internal risk management solutions
Focus on specific risk management internal stakeholders
Focus on generic internal risk management stakeholders
Coaching / Risk analysis

TEACHING & LEARNING METHODS
The class is based on two main internal resources:
The information provided by the CRIMAP© database developed by the EDHEC Chair Criminal risks management for five years.
The valorization of field surveys and case studies conducted by the EDHEC Chair Criminal risks management on multiple fields and countries (UK, Canada, France, Japan, Italy, Nigeria, Somalia, Colombia, Serbia, Albania, Montenegro, Kosovo, Guinea, Liberia, Sierra Leone, Chad, Cameroon, Ethiopia, Algeria, Morocco, Saudi Arabia, China).
In addition, the class welcomes the intervention of external experts and practitioners of criminal risks management such as Vice-Presidents of multinational corporations in charge of economic crime management (ie. RIO TINTO, SANOFI), and thematic experts originating from public and private sector (ie. EUROPOL, KPMG).

ASSESSMENT METHODS
Assessment(s) during the course: 30%

Final exam: 70%

Analysis of the criminal risks targeting a real company, using the Criminal risks analysis methodology exposed during the class (Possibility to carry out the analysis on the company you aim to work with).

Individual work.
Free choice of the company to be analysed.
Ongoing coaching by the professor.

READINGS
M@n@gement, Identification and Economic Analysis of Governance Mechanisms in Legally Registered Mafia Firms, 2012 - Duplat, Véry, Monnet;

Europol SOCTA 2013

RULES FOR ABSENCE AND PLAGIARISM
MSc SOC rules
17_M2_LI_SOC_S2_CCO_MGT_4868: OPERATIONAL EXCELLENCE

NUMBER OF HOURS: 15

SEMESTER 2

INTERNATIONAL PROGRAMME - 2 ECTS

**COURSE OBJECTIVES**
Firms with deep operational capability run their businesses better and provide superior customer service. These firms reap the rewards of larger market share, higher profits, and better returns.

As a future consultant, you need to have a deep understanding of operations. The strategic value of operations is too important to ignore. This is true if you run the factory, manage a supply chain, manage customer facing operations, deliver services, or run the entire firm.

In this elective course, we will focus on five topics: the strategic importance of operations management; quality management; the impact of variability; lean management; and revenue management. To ensure practicality, we will put the theory to test by showing how it works in practice.

**LEARNING OUTCOMES**
After having taken this course participants will be able to:
- Apply quantitative and qualitative problem-solving techniques in operations management
- Understand the impact of variability and flexibility on the outcome of operations
- Understand the importance of quality management and statistical process control

**PREREQUISITES**
Operations Management & Excellence

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to operational excellence</td>
<td>Evaluating process capacity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity utilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Line balancing</td>
</tr>
<tr>
<td>2</td>
<td>Quality management</td>
<td>Total quality control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistical process control</td>
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<tr>
<td></td>
<td></td>
<td>Six-sigma capability</td>
</tr>
<tr>
<td>3</td>
<td>The impact of variability</td>
<td>Waiting Time Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Queuing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Throughput losses</td>
</tr>
<tr>
<td>4</td>
<td>Lean management and flexibility</td>
<td>Matching supply with demand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inventory reduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standardisation and the reduction of variability</td>
</tr>
</tbody>
</table>
### Revenue management

<table>
<thead>
<tr>
<th>Protection levels and booking limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overbooking</td>
</tr>
<tr>
<td>Implementation of revenue management</td>
</tr>
</tbody>
</table>

### ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of the total mark</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>40%</td>
<td>Every session</td>
</tr>
<tr>
<td>Final exam</td>
<td>60%</td>
<td>At the end of the semester</td>
</tr>
</tbody>
</table>

### READINGS

Textbook
Information Technology (IT) has become an essential resource for exchange and collaboration within and between firms to the point that they have transcended their initial mission as a tool for information processing. Information Technology providers such as Oracle, SAP, and IBM have long been endowing firms with new IS and applications to deal with fast-growing needs in information management and processing. Perceived as a valuable strategic weapon rather than a mere functional tool supporting business processes, numerous top players in the consulting field, such as the Boston Consulting Group, consider that this shift not only offers a new ensemble of strategic options but creates new challenges for Chief Executive Officers (CEO) and Chief Information Officers (CIO). However, according to McKinsey and Co, IT has an unprecedented level of complexity that has triggered mounting inconsistency in delivery and service causing dissatisfaction and risk lowering IS utilization. In the same vein, Bain and Co reported that few firms have been able to reach the full potential of their IT investments and activities in light of stalled IS initiatives leading to disappointing bottom-lines and executive dissatisfaction. In order to handle the above mentioned concerns, Oliver Wyman suggests that improvements need to be tailored in order to activate huge impacts on the returns firms receive from their investments expected from an effective IT Strategy. This course aims at endowing the students with the necessary capabilities that will allow them to understand the steps and the challenges that accompany the development of IT Strategy for companies.

Upon successful completion of the course, the students should be able to:
1. Understand the steps associated to IT Strategy and IT Governance
2. Comprehend the utility of Enterprise Resource Planning Systems
3. Make sense of the Business Process Reengineering
4. Understand the business value of IT
5. Learn how to develop a business case as a rationale for an IT investment

The students are expected to have a comprehensive knowledge of the fundamental concepts in Strategic Management, Organizational Behavior and basic awareness of Information Technologies and Internet based systems. Any business experience in an IT-intensive environment will be a plus.

### COURSE CONTENT

<table>
<thead>
<tr>
<th>DAY</th>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>MANDATORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Session 1</strong></td>
<td><strong>Introduction to IT</strong></td>
<td><strong>Governance, IT Strategy alignment</strong></td>
<td>Preparatory work</td>
</tr>
<tr>
<td></td>
<td>10:00 am – 1:00 pm</td>
<td><strong>Strategy</strong></td>
<td><strong>IT architecture, IT</strong></td>
<td>Read the case and prepare the question of the assignments</td>
</tr>
<tr>
<td>Day 1</td>
<td><strong>Session 2</strong></td>
<td><strong>Enterprise Resource Planning &amp; Business Process Reengineering</strong></td>
<td><strong>Business Process Reengineering method</strong></td>
<td>Read the case and prepare the question of the assignments</td>
</tr>
<tr>
<td>Monday</td>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Day 2
**Tuesday**

**Session 3**
10:00 am – 1:00 pm

**IT Business Value**
Tools for assessing IT Business Value
Business Case for IT Investment
Read the case and prepare the question of the assignments
Mercedes-Benz USA: Investing in IT Infrastructure

**Session 4**
2:00 pm – 5:00 pm

**IT Business Intelligence**
Technical architecture
Datawarehouse
Datamart
Online Analytical Process
Read the case and prepare the question of the assignments
Business Intelligence Strategy at Canadian Tire

### Day 3
**Wednesday**

**Session 5**
10:00 am – 1:00 pm

**The Business Case Challenge**
BPR
IT Business Value
Key Performance Indicators
Teams presentations
Desko A and B (see the Business Case guidelines)

### Day 4
**Thursday**

**Session 6**
10:00 am – 12:00 pm

**Plenary Session**

Keynote Presentation by Yassine M’Barki WorldWide IT Director at Ubisoft

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### TEACHING & LEARNING METHODS

The course relies on the case method that follows the Harvard’s teaching method. It means that the course most important take-aways do not happen in a bottom-up way from the instructor to the students, rather they are expected to organically emerge from the rich discussions and debates that the instructor will coordinate thanks to the students’ preparation of the case material.

Please make sure to write down your first and last name in front of you to help your instructor calling on you by your names as this helps providing the appropriate grades for participation and make the class atmosphere more agreeable.

All the course material will be available on Black Board.

### ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEVEL OF WORK</th>
<th>% OF THE TOTAL</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution (previously known as participation)</td>
<td>Individual work</td>
<td>50%</td>
<td>See the paragraph above</td>
<td>All days</td>
<td>Capacity to acquire the analysis needed for IT Strategy</td>
</tr>
<tr>
<td>The Business case challenge</td>
<td>Team work</td>
<td>50%</td>
<td>See the paragraph underneath</td>
<td>Last day</td>
<td>Ability to develop and defend IT investment projects</td>
</tr>
</tbody>
</table>

### READINGS

RULES FOR ABSENCE AND PLAGIARISM

Every student has to individually engage in the course. All the students will have to respond to a mandatory and confidential survey where they will assess their teammates’ engagement in the collective effort. Thus, free-riders are warned that they will be detected! If the absence of individual effort is confirmed, free riders will have a zero in their grades based on team work. Any detection of any kind of plagiarism will lead to a grade of zero and to disciplinary sanctions.
17_M2_LI_SOC_S2_CCO_MGT_1200: OPERATIONS MANAGEMENT & PERFORMANCE

NUMBER OF HOURS: 15
SEMESTER 2
INTERNATIONAL PROGRAMME - 2 ECTS
COURSE COORDINATOR: VINCENT VAN PETEGHEM & NICHOLAS WAKE

COURSE OBJECTIVES
Operations management is a key ingredient in the management of companies and provides both a strategic perspective, striving to improve quality, customer service and competitive success, and a practical perspective, examining the practical issues which organizations face on a day-to-day basis. Coordination of resources, information, people and budgets is therefore a central skill for people working anywhere along the supply chain. Organisations can win (or loose) their competitive position due to the decisions made.

In this course we will focus on specific topics within the operations management field, from the design over the planning and control till inventory and lean management.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the dynamics of operations strategy and develop one for a company
Understand the complexity and importance of operations management decision-making
Plan and control processes and know which approach is appropriate in what situation

PREREQUISITES
None.

COURSE CONTENT

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to operations management</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td><em>Case study: Benihana of Tokyo</em></td>
<td>Link with financial performance Operations strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trade-off between performance objectives</td>
</tr>
<tr>
<td>2</td>
<td>Process design</td>
<td>Volume-variety requirements</td>
</tr>
<tr>
<td></td>
<td><em>Simulation: Operations at Benihana</em></td>
<td>Process and demand variability</td>
</tr>
<tr>
<td>3</td>
<td>Inventory management</td>
<td>Optimal order level</td>
</tr>
<tr>
<td></td>
<td><em>Case study: Scientific Glass</em></td>
<td>Inventory value and holding costs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety stock</td>
</tr>
<tr>
<td>4</td>
<td>Forecasting and capacity management</td>
<td>Capacity management</td>
</tr>
<tr>
<td></td>
<td><em>Case study: TBD</em></td>
<td>Forecasting</td>
</tr>
<tr>
<td>5</td>
<td>Supply chain management</td>
<td>Focus on product design, forecasting, inventory management, sourcing and production and link with financial performance of company</td>
</tr>
<tr>
<td></td>
<td><em>Simulation: Global Supply Chain Management</em></td>
<td></td>
</tr>
</tbody>
</table>
This course includes various pedagogical tools: lectures, videos, academic articles, books and business case studies. Pedagogical tools will include class exercises, simulation games and cases.

### ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>40%</td>
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</tr>
<tr>
<td>Final exam</td>
<td>60%</td>
<td>At the end of the semester</td>
</tr>
</tbody>
</table>

### READINGS

**Textbook**


### RULES FOR ABSENCE AND PLAGIARISM

MSc SOC rules
**COURSE OBJECTIVES**

The second release of this simulation by HARVARD BUSINESS PUBLISHING adds a new scenario with multiple unanticipated events and the ability to add prototypes to the project plan. In this single-player simulation, students take on the role of a senior project manager and manage a team tasked with developing a new product for an electronics manufacturing company.

**LEARNING OUTCOMES**

To execute a project plan successfully
To deliver a competitive product on time and on budget

The chosen scenario exposes students to realistic challenges that project managers often face, especially when working in a highly competitive industry. Some challenges require students to react to unanticipated outside events, such as a staffing crisis, while others require students to respond to strategic changes mandated by upper management.

**PREREQUISITES**

Master 1 project management course

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-player simulation spread over several weeks</td>
<td>RELATED SCENARIO</td>
<td>RUN SIMULATION</td>
<td>READINGS</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**

Self-learning tool that requires in-depth analysis of simulation settings and goals; through this single-player simulation, students consolidate their knowledge and practice of project management tools and methods.

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMULATION SCORE</td>
<td>100%</td>
<td>PASS MARK NEEDED</td>
<td>BEFORE OPERATIONS MANAGEMENT CLASS</td>
<td>ABILITY TO MANAGE A PROJECT</td>
</tr>
</tbody>
</table>

**READINGS**

To be added later

**RULES FOR ABSENCE AND PLAGIARISM**

See academic rules
17_M2_LI_SOC_S2_CCO_MGT_4869: GLOBAL DNA

NUMBER OF HOURS: 30
SEMESTER 2
INTERNATIONAL PROGRAMME - 4 ECTS

COURSE OBJECTIVES
Perform in transnational and intercultural environments
Assume international management responsibilities
Acquire soft skills of use in global management
Supervise business development processes
Master tools for decision-making

LEARNING OUTCOMES
Understand strategic options outside a domestic market
Investigate strategic complexities when operating across borders
Learn how regional currency, taxation and regulatory issues impact decision making
Explore the alignment of decision-making across both corporate functions and international business units
Understand corporate motivations for competing globally

PREREQUISITES
Advanced Strategy

COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CONTENT</th>
<th>PREPARATORY WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSIONS 1 &amp; 2</td>
<td>PRACTICE ROUNDS</td>
<td>INTRODUCTION TO SIMULATION CONTENT</td>
<td>PRE-WORK</td>
</tr>
<tr>
<td>SESSIONS 3 TO 8</td>
<td>COMPETITION ROUNDS</td>
<td>ADJUSTING STRATEGY AND EXECUTION</td>
<td>RESULT ANALYSIS</td>
</tr>
<tr>
<td>distance learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSIONS 9 &amp; 10</td>
<td>FINAL ROUNDS</td>
<td>DEBRIEFING SIMULATION RESULTS</td>
<td>PPT PRESENTATION</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Through a realistic, engaging, hands-on learning experience, students explore why companies choose to compete internationally. As they gain insight into multinational operations, they are challenged by differing market conditions and their influence on strategy. GlobalDNA allows students to apply what they have learned, supporting their strategic thinking with tactical implementation.

ASSESSMENT METHODS
PRE-WORK: Executive Development Program (EDP): every student will be asked to go through the EDP, a graded Self-Directed Onboarding tool. This multimedia-rich resource is modeled on real-world, job-rotation training that introduces students to their GlobalDNA simulation. Case studies on a fictional company, dealing with the fallout from a range of tactical missteps, lead students through the self-directed onboarding process. Using interactive tutorials, students learn key concepts as well as how to use the simulation interface.

The simulation results: this is a team based measure that assesses the team’s performance in the simulation using multiple success measures.
Comp-XM: an individual comprehensive assessment that includes managing a simulated company as well as answering questions from a fictional board of directors.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>% OF THE TOTAL MARK</th>
<th>DETAILS</th>
<th>SCHEDULE</th>
<th>LEARNING OUTCOME EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-WORK</td>
<td>30%</td>
<td>See above</td>
<td>January 2017</td>
<td>LO1</td>
</tr>
<tr>
<td>SIMULATION</td>
<td>40%</td>
<td>See above</td>
<td>January-March 2017</td>
<td>LO1 through LO5</td>
</tr>
<tr>
<td>COMP-XM</td>
<td>30%</td>
<td>See above</td>
<td>March 2017</td>
<td>LO1 through LO5</td>
</tr>
</tbody>
</table>

**READINGS**

All students are required to read the Managers’ Guide, an online tool that helps students become familiar with rules of the GlobalDNA business simulation.
17_M2_LI_SOC_S2_ELE_MGT_1203: TRANSFORMATION CONSULTING (BY CAPGEMINI CONSULTING)

NUMBER OF HOURS: 30
SEMESTER: 2
INTERNATIONAL PROGRAMME –4 ECTS
COURSE COORDINATOR: CAP GEMINI CONSULTING

COURSE OBJECTIVES
To achieve consistent understanding of business transformation

LEARNING OUTCOMES
After having taken this course participants will be able to:
- Conduct analysis to help align top management on the need to transform the organization
- Prepare and lead steering committees
- Understand the structure a transformation project, from strategic analysis to design and implementation phases
- Master basic skills such as conducting meetings, problem solving, transformation map, plan-do-review. Capitalize on all knowledge / experience derived from both academic and professional background, in order to practice consulting skills in a professional environment

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>Program management</td>
<td>Understand the challenges of a transformation project</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Business case</td>
<td>Analyze a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structure a problem-solution model</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Oral and written communication</td>
<td>Structure presentations to achieve communication goals in writing and speaking</td>
<td>Project – phase 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logical writing and storyboarding</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Digital marketing</td>
<td>Understand concepts and tools of Digital Marketing</td>
<td>Project - phase 2</td>
</tr>
<tr>
<td>Day 4</td>
<td>Culmination day</td>
<td>Present final project</td>
<td>Project – phase 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get feedback on performance</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
Students will be learning the basic knowledge of consulting through plenary sessions.
In parallel, case studies will be given to groups of students in order to challenge their learning.
All along this process, “advisory consultants” will be dedicated to each group to coach them and share their own experience.
During each phase of the project, students will be evaluated on the case they will present in front of a steering committee
composed of two management consultants.

**ASSESSMENT METHODS**

Evaluation will take into consideration the quality of the work provided but also the level of progress.

**READINGS**

“Triggers” written by Xavier Hochet and André-Benoît de Jaegère, edited by Odile Jacob

Digital Transformation by Capgemini Consulting
17_M2_LI_SOC_S2_CCO_FIN_4878: ADVANCED CORPORATE FINANCE

NUMBER OF HOURS: 30

SEMESTER 2

INTERNATIONAL PROGRAMME - 4 ECTS

COURSE OBJECTIVES
How to perform diagnostics on company’s operating performance? How to lever on the key value drivers and improve its performance? How to design value creating investment, financing or distribution strategies? How to generate external growth inside the company and structure a buyout?

The course provides students with a comprehensive understanding of these key capabilities CFOs need to acquire in order to create a successful finance function.

LEARNING OUTCOMES
After having taken this course participants will be able to:
Understand the drivers of company’s performance and perform a diagnostic regarding company’s peers/competitors;
Identify and evaluate company’s growth opportunities as well as to value managerial flexibility;
Design sound financial strategies (i.e. regarding capital structure and dividend policy) consistent with market (investors and stakeholders) expectations and consistent with the company’s investment policy;
Design a buyout process and structure the deal.

PREREQUISITES
The Advanced Corporate Finance course requires students to master the following knowledge:
Accounting statements and cash flows: working knowledge of key financial statements, i.e. income statement, balance sheet and cash flow statement
Basics in capital budgeting: working knowledge of discounting/compounding, of Net Present Value (NPV) and Internal Rate of Return (IRR) concepts
Mean-variance analysis: working knowledge of the Capital Asset Pricing Model (CAPM)
**Introduction**

**Part I – Corporate Operating Strategy**

**Session J1**  
**Financial Forecasting and Working Capital Management**  
Evaluation of different methods for forecasting future performance and creating pro forma financial statements; operating cycle and the cash conversion cycle  
Theoretical lecture & case discussion (Dell’s Working Capital)

**Session J2**  
**Capital Budgeting Systems and Incremental Free Cash Flow Estimation**  
Creating and implementing capital budgeting systems in large corporations; estimation of incremental cash flows; preparing capital allocation recommendations  
Theoretical lecture & 2 case discussions (Target Corporation and Pressco)

**Session J3**  
**Estimating and Valuing Distant Cash Flows in Long-term Projects: Terminal Values**  
Using financial analysis to compare and contrast strategic initiatives; evaluation of different methods for estimating distant cash flows; corporate finance and corporate strategy  
Theoretical lecture & case discussion (DuPont)

**Session J4**  
**Discerning Motives in Mergers and Acquisitions**  
Identifying and measuring value creation opportunities in mergers and acquisitions; measurement and valuation of synergies; role of financial constraints in corporate decision-making  
Theoretical lecture & case discussion (Friendly Cards)

**Introduction to financial and performance analysis (M. Lambert)**

**Part II – Financial markets and corporate strategy**
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Content</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session L1</td>
<td>Capital markets and corporate financial strategy</td>
<td>Leveraged recapitalization, dividend policy, debt and equity issue</td>
<td>Theoretical lecture &amp; case discussion (Sealed Air Corporation’s Leveraged Recapitalization)</td>
</tr>
<tr>
<td>Session L2</td>
<td>Capital structure and corporate investment strategy</td>
<td>Indirect costs of debt financing, debt overhang, asset substitution, stakeholders Compensation programs, agency theory, cash flow vs stock vs earnings incentives</td>
<td>Theoretical lecture (Sealed Air Corporation’s Leveraged Recapitalization)</td>
</tr>
</tbody>
</table>

**Part III – Investment strategy and M&A process**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Content</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session L3</td>
<td>Firm valuation</td>
<td>Discounted Cash Flow, WACC, Multiples analysis M&amp;A sale process, Leveraged Buyout (LBO), deal structuring</td>
<td>Theoretical lecture</td>
</tr>
<tr>
<td>Session L4</td>
<td>A buyout process</td>
<td>Case study analysis: O.M. Scott &amp; Sons Company Leveraged Buyout Keywords: LBO, company restructuring, company strategy challenges, divestments and company performance, LBO candidate &amp; deal structuring, firm valuation</td>
<td>Case discussion</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING METHODS**

The course is composed of face-to-face lectures and case discussions. The course requires students’ participation to class and preparation of 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>
</table>

67
<table>
<thead>
<tr>
<th>Class participation</th>
<th>25%</th>
<th>Active participation to discussions of case studies: Students are expected to read case studies before the related courses</th>
<th>In-class participation and preparatory work</th>
<th>Understanding and application of the course theoretical concepts Performing an evaluation of a corporate management problem: presenting and defending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>25%</td>
<td>Through the assigned case studies, students’ capacity to use their modelling and analytical skills for solving specific management problems in corporate finance will be tested. Group work on case study #A - TBA Group work on case study #B TBA</td>
<td>Group work (tba)</td>
<td>Understanding and application of the course theoretical concepts Performing an evaluation of a corporate management problem Designing creative solutions to a financial management problem</td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
<td>The final written exam will assess the student’s capacity to propose concrete and original solutions to corporate challenges such as capital budgeting decisions, capital structure decisions, corporate strategy with regard to its financing, growth or dividend policy.</td>
<td>To be announced</td>
<td>- Analytical, evaluation and synthesis skills face to a corporate management problem</td>
</tr>
</tbody>
</table>

**READINGS**

Compulsory readings:
Eades, K. et al "Target Corporation" University of Virginia Darden School of Business Case (UV 1057), 22 pages
Fruhan, W., “Friendly Cards”, Harvard Business School Case Studies (HBS 9-293-185), 10 pages

Recommended readings
MSc STRATEGY CONSULTING & DIGITAL TRANSFORMATION
2016-2017

17_M2_LI_SOC_S2_CCO_MGT_252: CHANGE MANAGEMENT
NUMBER OF HOURS: 15
SEMESTER 2
COURSE COORDINATOR: CHRISTINE COISNE

COURSE OBJECTIVES
In a world that is constantly changing, managing change is a central concern for today’s managers and consultants. Yet, according to management experts, 70% of all change initiatives fail for numerous reasons such as internal resistance and distrust, difficulties in aligning the new strategic direction with extant capabilities of the firm and a lack of vision. This course is designed to help students understand what change is about, what its critical aspects are, and how they can successfully lead and implement change initiatives. Thereby, students will examine personal and organizational approaches to dealing with change based on case studies and group activities. They represent the major vehicles for learning in this course and are designed not only to assess the students’ understanding of relevant theories and analytic tools but also to enhance their communication skills relevant to general management.

LEARNING OUTCOMES
Upon successful completion of the course, the students should be able to:

- Identify the types of required strategic change, understand the influence of the organizational context on the design of strategic change programs
- Undertake a force-field analysis to identify driving and hindering forces of change, identify and assess different styles of leading and managing change
- Assess the value of different levers for strategic change, identify the pitfalls and problems of managing strategic change programs
- Understand and apply the necessary steps of change programs

PREREQUISITES
The students are expected to have a comprehensive knowledge of the fundamental concepts in Strategic Management, Organizational Behavior and basic awareness of Information Technologies and Internet based systems.

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>Course Introduction and diagnosis: Types of change, role of context, force field analysis, levers of change, frameworks for leading and managing change</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Types of Change: Adaptation &amp; Evolution</td>
<td>Particularities of these two types of change</td>
<td>Readings and case studies</td>
</tr>
<tr>
<td>Day 3</td>
<td>Types of change: Reconstruction &amp; Revolution Final project</td>
<td>Particularities of these two types of change</td>
<td>Final project preparation</td>
</tr>
</tbody>
</table>

TEACHING & LEARNING METHODS
In keeping with the importance of the change process, the course focuses on the exploration and classroom discussion not only of the content provided by the lecturer but also of complementary material such as cases, debates, and articles in order to provide a thorough understanding and immersion of the key topics. The course is of interactive nature and requires
students to actively prepare for (by reading the assigned material in advance) and participate during class.

### 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 project</td>
<td>75%</td>
<td>Change management project</td>
<td>DAY 3</td>
<td>LO3 LO4</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
<td>CONTRIBUTION TO CLASS DISCUSSION</td>
<td>DAY 1 &amp; 2</td>
<td>LO1 &amp; LO2</td>
</tr>
</tbody>
</table>

Contribution (class participation): (25%)
ALL students must individually contribute to the class discussion and analysis. Students have to carefully and thoroughly read, understand and prepare all the cases. It is extremely important that all students do so before class. Preparation does not just involve comprehensive analysis, but also developing a personal position on the issues raised by the cases. We do not expect from you that submit a document with answers to the questions. Rather, we highly expect that you use these guidelines as a support that will help you concentrating on the key issues of each case. In addition, we will form ad-hoc groups to discuss various questions both on the cases and the ex-cathedra content that you may be ask to present. Please note that respecting these rules is vital since the course has been built on these underpinnings.

### READINGS

**Compulsory:**
- Case studies
- Academic articles
- Debates

**Recommended:**
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.

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

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.

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.
S5 Entrepreneurial Legacy

S6 Strategic Planning and Non-Family Managers/Employees, Financial Considerations, Performance, and Valuation of the Family Business

S7 Corporate Governance and Professionalization in Family Businesses

S8 Case study presentations

TEACHING & LEARNING METHODS

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

ASSESSMENT METHODS

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

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

READINGS

SOME RESOURCES FOR RESEARCHING FIRMS

Business Source Complete (EBSCO)

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

EconLit with Full Text (EBSCO)

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

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

Factiva: 8000 new sources from 118 countries in 22 languages with same-day full text access to major newspapers and business magazines as well as 25 000 company reports.
JSTOR: (Journals storage) JSTOR offers multi-disciplinary and discipline-specific collections that include complete runs of academic journals as well as select monographs, transactions, and conference proceedings.

SAGE: SAGE publishes more than 520 journals in Business, Humanities, Social Sciences, and Science, Technology and Medicine.

DIANE: Extensive coverage of company, financial and economic data from France’s major markets.

INTERNET RESOURCES FOR BUSINESS IN FRANCE

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

http://www.ipsos.fr/

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

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

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

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

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

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

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

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

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

http://ladwein.free.fr/
Top 500 French companies [http://www.top500.de/g0033200.htm](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>
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<tbody>
<tr>
<td></td>
<td>Comprendre le monde du travail en France</td>
<td>Notions d’interculturalité dans les pratiques professionnelles</td>
<td></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>
<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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<td>Communication orale 1</td>
<td>La réunion de travail.</td>
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<tr>
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<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>
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</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/
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

Par semestre :

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

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

LECTURES

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