



**MASTER 1  
BUSINESS  
MANAGEMENT  
2020-2021**

*Make an impact*

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*Information subject to changes due to the evolution of the sanitary context*

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## ECTS CREDITS

COURSE	HOURS	GE/MIM	INCOMING
Coaching in remedial Financial Accounting - AST2	6	NC	NC
Strategic Management: Principles and Practice	24	4	4
Financial Statement Analysis	36	6	6
Corporate Finance	24	4	4
Marketing Management	24	4	4
Managing Human Capital	24	4	4
Foreign Language	18	2	
Excel (online)	12	2	2
Business Game REVAS	12	2	2
Elective 1 course (see dedicated book – Tech me Up! Series)	12	2	2
Socio-Cultural France	30		6
French (Language Course)	36	2	
French (Language Course)	30		5
<b>SEMESTER 1</b>	<b>186</b>	<b>30</b>	<b>39</b>
Corporate Social Responsibility	12	2	2
Cost Accounting & Management Control	24	4	4
Management of Information Systems	36	6	6
Operations & Project Management	24	4	4
Legal Environment & Business Decision Making	24	4	4
Business Development and Innovation	12	2	2
Emotional Intelligence for Leaders	12	2	2
Foreign Language	18	2	
Elective 2 course	12	2	2
Elective 3 course	12	2	2
Family Business	30		6
French (Language Course)	36	2	
French (Language Course)	30		5
<b>SEMESTER 2</b>	<b>186</b>	<b>30</b>	<b>39</b>
<b>TOTAL</b>	<b>372</b>	<b>60</b>	<b>78</b>

## 21\_M1\_LI\_BM\_S1\_REM\_ACC\_4838 : REMEDIAL FINANCIAL ACCOUNTING

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	10	ECTS	0
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Claire GREVET (claire.grevet@edhec.edu)		

### COURSE OBJECTIVES

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This remedial course is designed to help students understand basics in financial accounting. It is assigned as background preparation for the M1BM course Financial Statement Analysis. It is supported by an online course aiming at introducing fundamentals in financial accounting.

### LEARNING OUTCOMES

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After having taken this remedial course, participants will be able to (knowledge-based outcomes):

- LO1 Understand basic financial accounting terms, concepts and methods
- LO2 Recognize the information conveyed in the financial statements in relation with operating, investing and financing activities
- LO3 Identify the relationships between the financial statements

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO4 Explain the accrual basis of accounting
- LO5 Determine the impact of business transactions on the balance sheet using T-accounts
- LO6 Explain how business accounts affect the elements of income statement
- LO4 Apply a cost allocation method as assets are held over time

### PREREQUISITES

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Motivation and willingness to understand how a firm's financial statements reflect its business model

### COURSE CONTENT = 5 two-hour sessions

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Session 1 : Accounting equation – introduction of simplified balance sheet and income statement

Session 2 : Accrual basis of accounting – introduction of cash flow statement

Session 3 : Accounting transactions

Session 4 : Depreciation method

Session 5 : Special items of the on-line course self-assessments

### MAIN TEACHING & LEARNING METHODS

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Blended Learning: this remedial course goes with an on-line course in Financial accounting, freely provided by Edhec. You must take it. A typical subject topic is covered in three steps:

- **Step one – Prepare:** self-study through e-learning and/or slides, and short-exercises;
- **Step two – Clarify and dig deeper:** in class discussion through materials that provide practical implementation of knowledge;
- **Step three - Consolidate:** after the class, complete the suggested exercises and take the answer keys provided on Blackboard. It is your responsibility to go over the solutions to problems and ask for assistance if needed.

In a nutshell, we expect you to take responsibility for your own learning.

### ASSESSMENT METHODS:

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Basics in financial accounting is a prerequisite of the M1BM Financial Statement Analysis course (FSA). As such, the FSA course assesses your level in financial accounting

### REQUIRED READING

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On-line course edited by Harvard Business Publishing (HBP) entitled Financial Accounting course: Introductory section. You will be provided with the url, one week before session 1.

## 21\_M1\_LI\_BM\_S1\_CCO\_FIN\_644: CORPORATE FINANCE

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Milos Vulanovic (milos.vulanovic@edhec.edu)		

### COURSE OBJECTIVES

The course is an introduction to the management of financial assets from the point of the view of corporate manager or CEO. The major emphasis is on various contemporary empirical and theoretical approaches that modern managers use to optimize financial, investment and operating performances of corporation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 To compute the cash flows and return of a project;
- LO2 To understand the relation between risk and return of financial assets;

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 To estimate the cost of equity and the weighted average cost of capital of a firm;
- LO4 To understand the cost and benefits of debt financing relative to equity financing;

### PREREQUISITES

Introduction to Finance

### COURSE CONTENT

SESSION	TOPIC
1	Introduction to the course and online content
2	Harvard Publishing - Online Content
3	Financial Markets and Management
4	Time Value of money applications in corporate finance
5	Project Appraisal and Capital Budgeting
6	Risk and Return
7	Capital Pricing Model
8	Introduction to Financing and Capital Structure

### MAIN TEACHING & LEARNING METHODS

Lectures                      Class Discussions                      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Midterm Exam	15	90 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continous Assessment Individual	15	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
3	Continous Assessment Individual	15	Not apply	<input checked="" type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
4	Final Exam	55	120 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Recommended

Brealy, Myers and Allen, Principles of Corporate Finance, 10th edition

The textbook is available on many online places for few Euros, is available in the EDHEC library and should serve as reinforcement to the material covered in classes

## 21\_M1\_LI\_BM\_S1\_CCO\_6505 : EXCEL

DEGREE	Master in Management
PROGRAMME	M1 Business Management
STUDENT HOURS	12
SEMESTER	Fall (1)
COURSE COORDINATOR	Jérémie LANIEZ (jeremie.laniez@edhec.edu)

LEVEL	Master 1
ACADEMIC YEAR	2020-2021
ECTS	2
CAMPUS	Lille

### COURSE OBJECTIVES

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

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 How to use Excel effectively, understanding the automation features.
- LO2 How to create reports and spreadsheet models to support decision-making and solve business problems.

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Design tables, formulas, charts, pivot tables.
- LO4 Use the automatic fill handle and the relative and absolute reference system to duplicate formulas on large data tables.

### PREREQUISITES

None

### COURSE CONTENT

E learning Package provided by Harvard Business Publishing Education, including tutorials, videos and exercises for a strong basis in Excel.

### MAIN TEACHING & LEARNING METHODS

Distance Learning

Case Studies

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Final Exam	100	90 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

None

## 21\_M1\_LI\_BM\_S1\_CCO\_ACC\_6515 : FINANCIAL STATEMENT ANALYSIS

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	36	ECTS	6
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Claire GREVET (claire.grevet@edhec.edu)		

### COURSE OBJECTIVES

Financial Statement Analysis is about extracting information from financial statements to understand wealth creation, risks and future performance. It is designed to equip students with a conceptual framework that helps them understand how businesses generate value and how this value is captured in financial statements. FSA and Equity valuation form Financial Analysis. The course does not discuss Equity valuation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO 1: Building blocks in Financial accounting: How financial statements reflect the firm's activities and are linked to each other
- LO 2: Working capital and Working capital need
- LO 3: The uses and sources of cash through a Cash flow statement analysis
- LO 4: The short-term liquidity position and the financial structure of a firm

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO 5: Analyse a balance sheet and an income statement, their evolution over time and how they reflect the company's strategy
- LO 6: Interpret the drivers of a firm's Return on Equity
- LO 7: Conduct a comprehensive analysis of a firm's financials and conclude to whether its growth strategy is sustainable.

### PREREQUISITES

All students must take an on-line course in Financial accounting, freely provided by Edhec, before the first class of FSA.

### COURSE CONTENT

Introduction	What is and why Financial Statement analysis?
Part 1	Building blocks in Financial accounting: Basics, Depreciation, Fair value, Intangible assets
Part 2	Balance sheet analysis: Common size and Trend analysis, Special topics
Part 3	Solvency, Working capital and Working capital need
Part 4	Ratio analysis: profit margins and efficiency
Part 5	Liquidity analysis
Part 6	Return On Equity analysis: DuPont and Alternative methods
Part 7	Cash flow statement analysis
Part 8	Comprehensive analysis of a firm's financial statements

### MAIN TEACHING & LEARNING METHODS

Blended Learning      Class Discussions      Group Work      Case Studies

The course expects students to be individually and collectively engaged in the course, following three steps:

- Step 1: Prepare: self-study through e-learning, slides and quizzes
- Step 2: Clarify and dig deeper: in class discussion with the whole group and with your team mates
- Step 3: Consolidate: after the class, complete the remaining suggested exercises, go over the solutions and ask for assistance

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (and format)	Main Learning Object. Evaluated
1	Midterm Exam	15% On-line Quiz	30mn exam room	☒LO1
2	Midterm Exam	15% On-line Quiz	30mn exam room	☒LO2 ☒LO3
3	Continuous Assessment Group	40% Report	Not apply	☒LO2 ☒LO3 ☒LO4 ☒LO5 ☒LO6 ☒LO7
4	Final Exam	30%	120 minutes exam room	☒LO1 ☒LO2 ☒LO3 ☒LO4 ☒LO5 ☒LO6 ☒LO7
5	Continous Assessment Individual	Min 0.25 pt - Max 2 pts (out of 20)	To the students who very actively participate in most class discussions	☒LO1 ☒LO2 ☒LO3 ☒LO4 ☒LO5 ☒LO6 ☒LO7

### REQUIRED READING

## 21\_M1\_LI\_BM\_S1\_CCO\_MGT\_643: STRATEGIC MANAGEMENT: PRINCIPLES AND PRACTICE

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Konstantinos LIOUKAS (konstantinos.lioukas@edhec.edu)		

### COURSE OBJECTIVES

This course's primary objective is to help you answer several important strategic questions for companies such as:

What business shall we be in?

How to compete for resources and create value?

How to organize for and assess performance?

The course emphasizes the complex and multidimensional nature of strategic decision-making

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 undertake a strategic/competitive analysis
- LO2 use tools available to evaluate the external environment, internal resources and competences of organizations and apply them to business situations

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 make strategic choices at corporate and business levels
- LO4 assess the feasibility, acceptability and expected performance of strategic choices

### PREREQUISITES

No pre-requisites

### COURSE CONTENT

Introduction to Strategy: purpose and approaches

External analysis: Industry attractiveness and impact on profitability

Internal analysis: Competitive advantage, value chain analysis, sustainability

Business level generic and hybrid strategies

Corporate strategies: Diversification

Corporate strategies: Internationalization

Organic vs External growth

What is my strategy Worth? Evaluating strategy

Strategy implementation, Planning and Emergent Strategy

### MAIN TEACHING & LEARNING METHODS

Case Studies

Class Discussions

Group Work

Presentations (oral or group)

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continuous Assessment Group	25%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
2	Continuous Assessment Group	25%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
3	Midterm Exam	20%	180 minutes class test	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
4	Final Exam	30%	180 minutes class test	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Darden Case: The Alaskan gold mine

HBS Cases: Cola Wars Continue: Coke and Pepsi in 2010 / Husky Injection Molding Systems

Ivey Cases: Indigo Airlines / Amazon Go: Venturing into Traditional Retail / Wadsworth Restaurants: Strategies for growth

ESMT Case: Global product development strategy at Bosch



## 21\_M1\_LI\_BM\_S1\_CCO\_MGT\_4898: MANAGING HUMAN CAPITAL

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Lorraine Uhlaner (lorraine.uhlaner@edhec.edu)		

### COURSE OBJECTIVES

Academic studies suggest poor people management practices are pervasive in the workplace. How then can one implement people management practices that facilitate individual and organizational effectiveness and thus overcome such problems? This course aims at building both knowledge and skills to address this question.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Understand basic principles used in human resource management including job analysis, recruitment, selection, including international differences.
- LO2 Basic concepts and theories regarding what makes teams more effective, including international differences.

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Design effective recruitment, selection and teamwork plans for different work scenarios.
- LO4 Provide and receive more effective feedback.

### PREREQUISITES

None

### COURSE CONTENT

SESSION	TOPIC
1	The hiring process: job analysis and recruitment
2	The hiring process: selection and the job interview.
3	Feedback essentials: Giving and receiving effective communication.
4	Team effectiveness: Group problem-solving skills
5	Power and Politics

### MAIN TEACHING & LEARNING METHODS

Distance Learning      Presentations (oral or group)      Case Studies      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	20	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continuous Assessment Group	40	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
3	Final Exam	40	120 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Black, J. S., & van Esch, P. (2020). AI-enabled recruiting: What is it and how should a manager use it? *Business Horizons*, 63(2), 215-226. (10 pages)

Cappelli, P. Your approach to hiring is all wrong, *Harvard Business Review*, May-June, 2019, 3-12. Reprint R1903B (9 pages)

Holmes, Dane E. (2019). Expanding the Pool, How Goldman Sachs Changed the Way it Recruits. *Harvard Business Review*, May-June, 2019, pp. 12-15. Reprint R1903B (13 pages in total) (Note: You will find this article in the same pdf as R.1.2. Cappelli article—both available on blackboard).

Fernandez-Araoz, et al, 2009, the definitive guide to recruiting, *Harvard Business Review*, May, hbr.org, pp 74-84.

Latham, Gary P., (2009), Excerpt from "Chapter 1: Use the Right Tools to Hire High-Performing Employees," in G.P. Latham, *Becoming the Evidence-Based Manager: Making the Science of Management Work for You*, Boston: Davies-Black, pp. 1-19. (19 pages)

Dana, J. (2017). Opinion: The Utter Uselessness of job interviews: unstructured interviews can be harmful, *New York Times*, April 8, 2017. Original link: <https://www.nytimes.com/2017/04/08/opinion/sunday/the-utter-uselessness-of-job-interviews.html> (2 pages)

Moore, D. A. (2017). How to improve the accuracy and reduce the cost of personnel selection. *California Management Review*, 60(1), 8-17. Berkeley Haas. Reprint CRR662 (10 pages)

MassHR Workforce Enhance Program, Topic Five-the EARN Feedback Process for Positive and Negative Situations. (Important to read for Tutorial 3) (2-3 pages)

Ewenstein, B. (2016). Hancock, and Komm, A. (2018) Ahead of the curve: The future of performance management, *McKinsey Quarterly*, May. (10 pages)

Center for creative leadership provides resources, e.g. How to Use Situation-Behavior-Impact (SBI) to Give Feedback <https://www.ccl.org/articles/leading-effectively-articles/closing-the-gap-between-intent-and-impact/> (3 pages)

Malone, P.S. & Sutch, Z.B. (2019), the Fear of Feedback, TD Magazine, February, pp. 30-35. (4 pages)

Kuvaas, B., Buch, R., and Dysvik, A., Constructive Supervisor Feedback is not sufficient: Immediacy and frequency is essential, Human Resource Management, 56(3), p. 519-531. (9 pages). (NOTE: Check out the review questions and focus especially on those points and the stated conclusions).

Edmondson, A. (2012) "Teamwork on the fly" Harvard Business Review. Reprint R1606E.pp. 2-8) (8 pages).

Haas, M. & Mortensen, M. (2016) "The secrets of great teamwork" Harvard Business Review. pp. 1-8. Reprint R1606E. pp. 3-8). (6 pages).

Ferrazzi, K., (2014). Getting Virtual teams right, Harvard Business Review, December, pp. 1-9. (10 pages)

Levin, D. & Kurtzberg, T., (2020). Sustaining Employee Networks in the Virtual Workplace, MIT SLOAN Management Review, May. Reprint SMR808 (5 pages)

Kotter, J. (2007). Leading change: Why transformation efforts fail. Harvard Business Review. Reprint R0701J (9 pages).

Lingo, E. L., McGinn, L. (2020). A new prescription for power. Harvard Business Review. Reprint2004D (11 pages)

Jarrett, M. (2017). The 4 types of organizational politics. Harvard Business Review. Reprint H03LHX (8 pages)



## 21\_M1\_BM\_S1\_CCO\_MKG\_649: MARKETING MANAGEMENT

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Arne De Keyser (arne.dekeyser@edhec.edu)		

### COURSE OBJECTIVES

The purpose of this course is to provide participants with fundamental knowledge in marketing so as to successfully secure and hold any marketing management position within a company. Our aim is also to insist on creating financially viable solutions for the corporate partner, Procter & Gamble, which will sponsor this fundamental marketing management course.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 To comprehend what marketing is and what its role in the firm is
- LO2 To understand the process of value creation from the perspective of customers, producers and society at large

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 To develop and design a full strategic marketing plan
- LO4 To mix various marketing tools and techniques in a coherent manner

### PREREQUISITES

None

### COURSE CONTENT

- Defining Markets
- Internal Company Analysis
- PESTEL Analysis
- Segmentation, Targeting, Positioning
- Physical and Digital Product Strategies/Tactics
- Physical and Digital Place Strategies/Tactics
- Physical and Digital Promotion Strategies/Tactics
- Physical and Digital Price Strategies/Tactics
- Marketing in a Data-Driven and Connected World
- Responsible & Sustainable Marketing

### MAIN TEACHING & LEARNING METHODS

Lectures                      Coaching                      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Final Exam	40%	180 minutes exam Room	LO1, LO2, LO4
2	Continuous Assessment Individual	15%	Not apply	LO1, LO2
3	Continuous Assessment Group	10% (this grade will be weighted thanks to peer evaluation of team members)*	Not apply	LO3, LO4
4**	Continuous Assessment Group	35% (this grade will be weighted thanks to peer evaluation of team members)*	Not apply	LO3, LO4

\*: it is critical that participants keep all exchanges of material, emails, and work for their group report between team members until the end of the academic year. An absence of participation to peer evaluation will be sanctioned for the group report. Rules of sanction will be formally presented in class. **All participants are thus required to fill out the peer evaluation form/survey, which will be sent by email by the EDHEC Pedagogical Innovation Lab (PiLab) in the days following the submission deadline of the group report (around mid-December).** You are responsible for checking your EDHEC emails and for making sure that you have access to your mailbox.

\*\* Per cohort, one winning team will be selected on the basis of an intermediary document that needs to be submitted. These students will receive 2 bonus points (Note: exceptions can be made for individuals not actively involved in the group work).

### REQUIRED READING

Compulsorily reading from Harvard Business Publishing (HBP) and other sources (e.g., HBR articles, academic articles, etc.) – The list of readings will be distributed at the beginning of the first session.

It is important to note that all HBP/HBR readings and course material (in-class slides) are subjected to exam questioning.

## M1\_LI\_BM\_S1\_CCO\_MGT\_641 : REVAS BUSINESS GAME

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020
STUDENT HOURS	12	ECTS	2
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Mohamed BENMERIKHI (mohamed.benmerikhi@edhec.edu)		

### COURSE OBJECTIVES

To contextualize the students experience in a challenging realistic business environment, supporting situated learning. This business game supports students in exercising freedom that complements formal learning by encouraging them to explore various situations with limited constraints of space and time. The game considers experience as a sink of the learning process. Thus, REVAS Business Game is a two-day event aimed at achieving the following specific objectives:

- To incorporate the challenges of business development into cross-functional decisions
- To assess the relative importance of strategy, management capabilities, finance, and marketing, in business dynamics
- To monitor business performance and reflect on one's learning process and contribution

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 The rationale behind strategy formulation and implementation
- LO2 The causal linkages between various business functions

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Devise a business strategy and implement it using an integrative view
- LO4 Optimize overall financial, marketing, HR management decisions while monitoring strategic capabilities

### PREREQUISITES

An understanding of the key aspects of running a business and how they interact to help making business decisions. These include but are not limited to : Management, Strategic management, Marketing, HR management, Financial Statement Analysis and Corporate Finance, or equivalent

### COURSE CONTENT

DAY 1	Set up your business, define a strategy and implement it: pitfalls and challenges
DAY 2	Refine and adjust a strategy to grow your business as a response to the competitive environment

### MAIN TEACHING & LEARNING METHODS

Input sessions in large groups and feedback sessions in small groups      Monitored teamwork      Learning by doing

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continuous Assessment Group	75 %	Choose an item.	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
2	Continous Assessment Individual	25 %	Choose an item.	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4

### REQUIRED READING

COMPULSORY : Team Member Guide

## 21\_M1\_LI\_BM\_SO\_REM\_4559: REMEDIAL ALLEMAND

DEGREE	Master in Management
PROGRAMME	M1 Business Management
STUDENT HOURS	30
SEMESTER	Semester 1 & 2
COURSE COORDINATOR	Meike BRUMAIRE

LEVEL	Master 1
ACADEMIC YEAR	2020-2021
ECTS	0
CAMPUS	Lille

### COURSE OBJECTIVES

The aim of the course is to review the basics of German grammar in order to (re)give confidence to learners who have often not practised the language for a while.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 : To understand the most frequently required grammatical rules
- LO2 : To apply the most frequently required grammatical rules

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3: To be able to express themselves correctly verbally and in writing

### PREREQUISITES

Confirmed beginner level A2

### COURSE CONTENT

- Interrogative pronouns
- Personal pronouns
- Relative pronouns
- Declination of adjectives
- Prepositions
- Comparative/superlative
- Words of subordination
- Review of the different tenses
- Sentence construction
- Business vocabulary

### MAIN TEACHING & LEARNING METHODS

Lectures

Class Discussions

Consulting

Distance Learning

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input type="checkbox"/> LO4

### REQUIRED READING

[www.mein-deutschbuch.de](http://www.mein-deutschbuch.de)  
[www.schubert-verlag.de](http://www.schubert-verlag.de)

## 21\_M1\_LI\_BM\_S1\_REM\_4560: REMEDIAL ESPAGNOL

**DEGREE** Master in Management  
**PROGRAMME** M1 Business Management  
**STUDENT HOURS** 50  
**SEMESTER** Semester 1 & 2  
**COURSE COORDINATOR** Maguiña RAMILO

**LEVEL** Master 1  
**ACADEMIC YEAR** 2020-2021  
**ECTS** 0  
**CAMPUS** Lille

### COURSE OBJECTIVES

To review and brush up Spanish grammar and to improve students' lexical and syntactical proficiency  
To develop understanding, communicative and written competences  
To foster students' awareness about Spanish companies and economic background

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 the use of major grammar rules and verb conjugations
- LO2 the use of business-related vocabulary and topics

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 improve their presentation skills using the techniques learnt in class
- LO4 communicate and interact in Spanish with self confidence

### PREREQUISITES

A2 level

### COURSE CONTENT

Most important grammar rules, verb conjugations, business related vocabulary, exercises and writing documents, professional presentations of the major events in the news, role play exercises, debates

### MAIN TEACHING & LEARNING METHODS

Class Discussions Presentations (oral or group) Group Work Lectures

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Choose an item.	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Students will be provided with a digitalized course package

## 21\_M1\_LI\_BM\_S1\_LVX\_LV2\_ALL\_600: ALLEMAND

DEGREE	Master in Management
PROGRAMME	M1 Business Management
STUDENT HOURS	18
SEMESTER	Fall (1)
COURSE COORDINATOR	Monika GEBHART

LEVEL	Master 1
ACADEMIC YEAR	2020-2021
ECTS	2
CAMPUS	Lille

### COURSE OBJECTIVES

- Deepen students' general and professional language mastery
- Foster students' awareness about the language cultural, political, economic and social background.
- Sharpen students' communicative competence and professional managerial vocabulary knowledge through business-related topics and activities

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 All aspects of setting up a company in Germany.
- LO2 German business terminology and classical idioms often occurring in commercial correspondence.

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Conduct business negotiations in a well-structured and goal-oriented manner.
- LO4 Communicate efficiently and professionally (in person, by telephone and in writing).

### PREREQUISITES

B2 level

### COURSE CONTENT

Germany, Land of Ideas – the best places in each Land to set up a new business

A Year in the Life of a Startup Part I: From Idea to Launch

Commercial correspondence

Professional phone calls in German

Annual sales meeting

### MAIN TEACHING & LEARNING METHODS

Blended Learning

Collaborative Learning

Case Studies

Presentations (oral or group)

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Digitalized blended learning course package

## 21\_M1\_LI\_BM\_S1\_LVX\_LV2\_ARA\_606: ARABE

DIPLOME	Master in Management
PROGRAMME	M1 Business Management
HEURES ETUDIANT	18
SEMESTRE	Automne (1)
COORDINATEUR	TBD

NIVEAU	Master 1
ANNEE ACADEMIQUE	2020-2021
ECTS	2
CAMPUS	Lille

### OBJECTIFS DU COURS

- Approfondir la maîtrise de la langue générale et professionnelle de l'étudiant.
- Sensibiliser les étudiants au contexte culturel, politique, économique et social associé à la langue.
- Affiner la compétence communicative et la connaissance du vocabulaire managérial professionnel des étudiants à travers des sujets et activités liés au monde des affaires.

### OBJECTIFS D'APPRENTISSAGE

Après avoir suivi ce cours, les participants devraient être capables de connaître ou de comprendre (résultats fondés sur les connaissances) :

- LO1: Connaître le fonctionnement du monde socio-économique du Moyen-Orient. Entreprises et autres
- LO2: Comprendre les fondamentaux du monde arabe et en particulier le Moyen-Orient.

Plus précisément, les participants devraient être capables de (résultats fondés sur les compétences) :

- LO3: Savoir s'acclimater avec le milieu social du Moyen-Orient
- LO4: Conduire une réunion efficacement et savoir s'entretenir avec les collaborateurs orientaux..

### PRÉREQUIS

Niveau B1

### CONTENU DU COURS

Analyse des comportements polychrones. - Monde arabe - qui sont différents du monde monochrome – Occident - .  
Découvrir les fondements de la culture arabe, une culture profondément focalisée sur l'humain, plus que sur l'efficacité ou le pragmatisme.  
La difficulté à clore des négociations dans les temps.  
Les conséquences psychologiques et comportementales de l'interaction entre le temps et l'espace chez les Arabes.

### MÉTHODES PÉDAGOGIQUES PRINCIPALES

Présentations      Travaux de groupe      Débats      Apprentissage en ligne

### MÉTHODES D'ÉVALUATION

	TYPE D'ÉVALUATION	% DU TOTAL DE LA NOTE	DURÉE (si examen sur table surveillé) + Format	OBJECTIF(S) D'APPRENTISSAGE ÉVALUÉ
1	Contrôle continu individuel	100%	Ne s'applique pas	LO1☒ LO2☒ LO3☒ LO4☒

### BIBLIOGRAPHIE

TUVI Pierre, Le Maghreb dans son contexte international. Comprendre les affaires, les usages et les mentalités au Maroc, en Algérie, en Tunisie et en Libye. Paris, Dauphin, 2015.  
FRANJIE Lynne, Kayfa Nakoul, Vocabulaire thématique français-arabe / arabe-français. Paris : Editions – Ellipses, 2006.



## 21\_M1\_LI\_BM\_S1\_LVX\_LV2\_ESP\_603: ESPAGNOL

DEGREE Master in Management  
PROGRAMME M1 Business Management  
STUDENT HOURS 18  
SEMESTER Fall (1)  
COURSE COORDINATOR Maguiña RAMILO

LEVEL Master 1  
ACADEMIC YEAR 2020-2021  
ECTS 2  
CAMPUS Lille

### COURSE OBJECTIVES

- Deepen students' general and professional language mastery
- Foster students' awareness about the language cultural, political, economic and social background.
- Sharpen students' communicative competence and professional managerial vocabulary knowledge through business-related topics and activities

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Business in Latin America
- LO2 Current political, cultural or economic context in Latin America

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Giving a clear and well-structured presentation in Spanish
- LO4 Pitch a project (a product, a service, a company... )

### PREREQUISITES

B2 level

### COURSE CONTENT

Presentation and successes of major companies and start-ups in Latin America  
Economic results Latin America  
Discuss nowadays major political, cultural or economic events Latin America

### MAIN TEACHING & LEARNING METHODS

Case Studies Presentations (oral or group) Blended Learning Class Discussions

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Students will be provided with a digitalized course package, all course documents are available on Blackboard®

## 21\_M1\_LI\_BM\_S1\_LVX\_LV2\_ITA\_604: ITALIEN

DIPLOME	Master in Management
PROGRAMME	M1 Business Management
HEURES ETUDIANT	18
SEMESTRE	Automne (1)
COORDINATEUR	Luisiana NASO

NIVEAU	Master 1
ANNEE ACADEMIQUE	2020-2021
ECTS	2
CAMPUS	Lille

### OBJECTIFS DU COURS

Approfondir la maîtrise de la langue générale et professionnelle de l'étudiant.

Sensibiliser les étudiants au contexte culturel, politique, économique et social associé à la langue.

Affiner la compétence communicative et la connaissance du vocabulaire managérial professionnel des étudiants à travers des sujets et activités liés au monde des affaires.

Connaître de manière approfondie l'Italie et les aspects saillants de son histoire, de sa culture et son économie à travers le cinéma. -  
Etre capable de comprendre et de gérer des situations complexes et délicates en italien avec fluidité et spontanéité.

### OBJECTIFS D'APPRENTISSAGE

Après avoir suivi ce cours, les participants devraient être capables de connaître ou de comprendre (résultats fondés sur les connaissances) :

- LO1: de manière approfondie l'histoire, l'économie et le cinéma italien
- LO2: des problématiques liées à des thèmes sociaux, économiques et politiques.

Plus précisément, les participants devraient être capables de (résultats fondés sur les compétences) :

- LO3: Faire une présentation sur un sujet complexe et parvenir à une conclusion appropriée, exprimer son opinion, la justifier, convaincre.
- LO4: comprendre et répondre à des situations complexes et délicates en italien avec fluidité et spontanéité.

### PRÉREQUIS

Niveau B2

### CONTENU DU COURS

- Il Risorgimento et l'unité italienne
- Séquences historiques du film «Le Guépard» de Visconti
- Le cinéma italien pendant le fascisme: L'image au service de la propagande
- Le Néoréalisme
- Les années de plomb
- Le gouvernement actuel

### MÉTHODES PÉDAGOGIQUES PRINCIPALES

Présentations

Travaux de groupe

Débats

Apprentissage partiellement en ligne

### MÉTHODES D'ÉVALUATION

	TYPE D'ÉVALUATION	% DU TOTAL DE LA NOTE	DURÉE (si examen sur table surveillé) + Format	OBJECTIF(S) D'APPRENTISSAGE ÉVALUÉ
1	Contrôle continu individuel	100%	Ne s'applique pas	LO1☒ LO2☒ LO3☒ LO4☒

### BIBLIOGRAPHIE

Film à voir : Il Gattopardo de Visconti; Roma città aperta de Rossellini; La dolce vita de Fellini; Buongiorno, notte de Marco Bellocchio; I mostri de Dino Risi; Il Caimano de Nanni Moretti; Gomorra de Matteo Garrone; Il divo e La grande bellezza de Paolo Sorrentino ... Livres : Giovanni Sabatucci e Vittorio Vidotto, 1999, «L'Italia contemporanea»Ed. Laterza; Giampiero Carocci, «La storia del fascismo», Enciclopedia tascabile

## 21\_M1\_LI\_CLA\_S1\_LVX\_LV2\_FLE\_1337: MIM FRANÇAIS LANGUE ETRANGERE

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	36	ECTS	2
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Lucie BENAGROUBA		

### COURSE OBJECTIVES

Acquire a level in French from elementary (A2) to advanced (C1)

- Improve grammatical and lexical knowledge in order to practice French in all day life and business situations.
- Be able to communicate by speaking and writing adapting the language to the situation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 French typical business and society elements
- LO2 Various types of inputs (advertisements, articles, interviews, videos, administrative documents, e-mails, ...)

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 describe a fact, an event, analyze it and give their opinion
- LO4 describe their experiences and projects by writing or speaking

### PREREQUISITES

4 or 5 levels from Beginner to Advanced level (A 0 to C 2) are available; Each level will fit students' starting point levels within the group according to their needs and expectations. Students are positioned in the different groups after a placement process at the beginning of Semester 1.

### COURSE CONTENT

Beginner: Introduce myself/All day life situations/ to Buy/ Use basic tenses / Locate myself into time and space / Describe a place.

Elementary: Understand and interact in the working world / Improve my Oral Communication/ Discovering France.

Intermediate: Advertisement and business strategy/ urban development issues/ Understand and interact in the working world.

Advanced: Brands and marketing/ Understand and interact in the working world/ Build my internship research project.

Business French: Business Indicators / Industrial strengths and weaknesses/ a Global working market, the intercultural point of view.

### MAIN TEACHING & LEARNING METHODS

Lectures                      Group Work                      Collaborative Learning                      Coaching

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100 %	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

## 21\_PO\_LI\_CLA\_SO\_LVX\_LV2\_FLE\_1652: FRANÇAIS LANGUE ETRANGERE

DEGREE	NA	LEVEL	Choose an item.
PROGRAMME	Master Incoming	ACADEMIC YEAR	2020-2021
STUDENT HOURS	30	ECTS	5
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Lucie BENAGROUBA		

### COURSE OBJECTIVES

Acquire a level in French from elementary (A2) to advanced (C1)  
Improve grammatical and lexical knowledges in order to practice French in all day life and business situations.  
Be able to communicate by speaking and writing adapting the language to the situation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 French typical business and society elements
- LO2 various types of inputs ( advertisements, articles, interviews, videos, administrative documents, e-mails, ...)

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Describe a fact, an event, analyze it and give their opinion
- LO4 To relate their experiences and projects by writing or speaking

### PREREQUISITES

3 or 4 levels from Beginner to Advanced level (A 0 to C 2) are available; Each level will fit Students starting point level within the group according to their needs and expectations. Students are positioned in the different groups after a placement process at the beginning of each semester

### COURSE CONTENT

Beginner: Introduce myself/All day life situations/ Use basic tenses / Locate myself into time and space / Describe a place/ Report an event.

Intermediate: Advertisement and business strategy/ Environment and urban issues/ Understand and interact in the working world/ Tech Innovation/ Culture and Art.

Advanced: Brands and marketing/ Understand and interact in the working world/ Social inequalities/ International news.

### MAIN TEACHING & LEARNING METHODS

Lectures      Group Work      Presentations (oral or group)      Collaborative Learning

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

## 21\_P0\_LI\_BM\_S1\_CCO\_4499: SOCIO-CULTURAL FRANCE

DEGREE	NA	LEVEL	Master 2 (transversal/outgoing)
PROGRAMME	Master Incoming	ACADEMIC YEAR	2020-2021
STUDENT HOURS	30	ECTS	6
SEMESTER	Fall (1)	CAMPUS	Lille
COURSE COORDINATOR	Martijn Jungst (martijn.jungst@edhec.edu)		

### COURSE OBJECTIVES

In alignment with the shift from the former socialist president Francois Hollande to left-leaning fiscal conservative president Emmanuel Macron, France is ready for a change. We 'need a strong France with a sense of its own destiny' (Macron, 2017). To succeed in the French dynamic knowledge based business environment, individuals need to understand the unique French socio-cultural environment. As a potential future French manager, you will need to understand the French workers' rights and draw the links between business and political ideals. Hence, the primary objective of the course socio-cultural France is to develop the necessary skills to understand the complexity of French business.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Develop a managerial perspective on the importance of culture within different areas of French management.
- LO2 Understand the main conceptual frameworks within intercultural management, such as Hofstede and Globe Study.

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Develop the cross-cultural intelligence and sensitivity needed to interact with people from France.
- LO4 Acquire the skills to work effectively within a French context.

### PREREQUISITES

Bachelor level Organizational Behavior

### COURSE CONTENT

Building social capital in France, Innovation in France, Life in contemporary France, Leading in France, Politics in France, France and the European Union, and the French Business Environment.

### MAIN TEACHING & LEARNING METHODS

Class Discussions      Group Work      Case Studies      Presentations (oral or group)

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Final Exam	50%	120 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continuous Assessment Group	50%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Moran, M. (2011) Oposing Exclusion: The political significance of the Riots in French Suburbs (2005-2007). *Modern and Contemporary France*. 19:3, 297-312.  
Moran, M. (2017). Terrorism and the banlieues: the Charlie Hebdo attacks in context. *Modern and Contemporary France*, 25:3, 315-332.  
Porter. M. (1990). The competitive advantage of Nations. *Harvard Business Review*.  
Siaroff. A. (1999). Corporatism in 24 industrial democracies: Meaning and measurement. *European Journal of Political Research*, 36; 172-205.  
Schmidt. V. (2003). French capitalism-transformed, yet still a third variety of capitalism. *Economy and Society* 32:4, 526-554.  
Schmidt. V (2006). Procedural democracy in the EU: the Europeanization of national and sectoral policy-making processes. *Journal of European Public Policy*, 13:5, 670-691.  
Pieterse, A., Van Knippenberg, D., Schippers, M. (2010). Transformational and transactional leadership and innovative behavior: the moderating role of psychological empowerment. *Journal of Organizational Behavior*, 31:4, 609-623.  
Editorial (2015). Managing by design. *Academy of Management*, 58:1, 1-7.  
Burt, R. Hogarth, R., Michaud, C. (2000). The social capital of French and American Managers. *Organization Science*, 11:2, 123-147.

## 21\_M1\_LI\_BM\_S2\_CCO\_MGT\_639: BUSINESS DEVELOPMENT & INNOVATION

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	12 (+ 1-day EDHEC Open innovation Challenge)	ECTS	2
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Sebastien ORIFICI (sebastien.orifici@edhec.edu)		

### COURSE OBJECTIVES

Globalization and Digitalization are drastically transforming the way companies -big and small- innovate. Also urging them to do it better and faster. Collaboration, customer centricity and agility are now on top of the agenda.

The course addresses the following questions: what is the importance and what are the barriers to innovation? What are the key steps of an innovation process? What are the right approaches and tools to use in order to avoid developing something that nobody wants?

In this course, we will use real business situations from various industries to develop your innovative senses and capabilities.

In particular, you will participate in the EDHEC Open Innovation challenge (Season 9) during which you will work in team to solve real business cases provided by operational managers from 20+ companies like Ubisoft, L'Oreal, Danone, PWC...

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Explain key innovation approaches and tools such as Design Thinking, Lean Startup, Value proposition Design, Open innovation, Crowdsourcing, ...
- LO2 Demonstrate the value of experiments and rapid prototyping in the face of uncertainties

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Address an innovation challenge through the 3 steps of Inspiration, Ideation and Validation
- LO4 Formulate and present recommendations in a convincing way (using adequate frameworks, presentation and pitch techniques)

### PREREQUISITES

No prerequisites are required

### COURSE CONTENT

#### SESSION TOPIC

#1 Innovation Purpose	Introduction to the course. Innovation purpose and difficulties (lecture)
#2 Experimentation	Debrief of Food truck challenge (Harvard online simulation) (workshop)
#3 Design Thinking	Overview of the Design thinking approach, frameworks and tools (e-learning)
#4 Inspiration phase	Inspiration phase approach and toolkit (incl. customer interviews) (Workshop)
#5 Ideation phase	Synthesis & Ideation phase approach and toolkit (incl. brainstorming) (Workshop)
#6 Lean startup	Overview of the Lean start up approach, frameworks and tools (e-learning)
#7 Validation phase	Validation phase approach and toolkit (incl. BMC, MVP & Solution itws) (Workshop)
#8 Open Innovation challenge	Recommendations finalization + Pitch competition

### MAIN TEACHING & LEARNING METHODS

Lectures                      Case Studies                      Coaching                      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	10%	60 minutes class test	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continous Assessment Individual	20%	30 minutes class test	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
3	Continuous Assessment Group	40%	Not apply	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
4	Continuous Assessment Group	30%	Not apply	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

No compulsory reading, only recommended (see Bibliography in Blackboard)

## 21\_M1\_LI\_BM\_S2\_CCO\_HUM\_642 : CORPORATE SOCIAL RESPONSIBILITY

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	12	ECTS	2
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Bastiaan VAN DER LINDEN (Bastiaan.VANDERLINDEN@edhec.edu)		

### COURSE OBJECTIVES

Businesses engage with many different kinds of value: they pay dividends, provide work and income, make products and services, consider the environment, avoid child labor, and so on. Although some of these values have started to receive our attention only relatively recently, companies have always engaged with different values – and they have always leveraged opportunities in doing so. Nowadays, “multiple value creation” has (re)gained the explicit attention of practitioners and scholars under the label of corporate social responsibility (CSR). In this course we discuss some of the strategic challenges this poses to managers, and the opportunities it promises for developing new business models.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Contemporary approaches to CSR, business and human rights
- LO2 Business models, what are the important dimensions of business models for sustainability, and what are the societal drivers of these new business models

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Articulate their informed view on what CSR is, identify human rights risks and impacts in a concrete case and propose an appropriate business response
- LO4 Develop their own sustainable business model.

### COURSE CONTENT

SESSION	TOPIC
1. Workgroup	Introduction, find your own examples of CSR
2. Lecture	Taking away some misunderstandings about CSR, and three contemporary approaches
3. Workgroup	Present your examples from workgroup 1 and explain what to do using the three approaches
4. Lecture	Business and human rights risks; the UN Guiding Principles for Business and Human Rights
5. Workgroup	Analyze cases using the UN Guiding Principles for Business and Human Rights
6. Lecture	What are business models, and how can we make them sustainable
7. Workgroup	Analyze examples of sustainable business models and make your own sustainable business model

### MAIN TEACHING & LEARNING METHODS

Class Discussions                      Case Studies                      Group Work                      Lectures

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continuous Assessment Group	25%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continuous Assessment Group	25%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
3	Continuous Assessment Individual	50%	Not apply	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Freeman, R.E., Harrison, J.S., Wicks, A.C., Parmar, B.L., & De Colle, S. (2010). Stakeholder Theory: The State of the Art. Cambridge University Press.  
McWilliams, A., & Siegel, D. (2001). Corporate social responsibility: A theory of the firm perspective. *Academy of management review*, 26(1), 117-127.  
Scherer, A. G., & Palazzo, G. (2011). The new political role of business in a globalized world: A review of a new perspective on CSR and its implications for the firm, governance, and democracy. *Journal of management studies*, 48(4), 899-931.  
United Nations Guiding Principles for Business and Human Rights  
United Nations Guiding Principles for Business and Human Rights - An Interpretive Guide

## 21\_M1\_LI\_BM\_S2\_CCO\_ACC\_4841 : COST ACCOUNTING & MANAGEMENT CONTROL

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Claire GREVET (claire.grevet@edhec.edu)		

### COURSE OBJECTIVES

The course examines how cost accounting and management control can help managers to monitor an efficient running of a business strategy. It discusses how to disseminate and interpret management accounting information to make decisions and plans, so as to try to ensure that the plans come to fruition.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1: Describe the role of management accounting in an organization including an introduction of the impact of technological changes
- LO2: Compute the level of activity required to break-even and Identify differential costs in decision making
- LO3: Deduce the full cost of a cost unit using traditional and activity-based-costing methods
- LO4: Undertake variance analysis and discuss possible reasons for the variances calculated

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO5: Approach CVP analysis and Relevant costs analysis in decision making as a way of thinking rather than a mechanical set of procedures
- LO6: Prepare and interpret an action analysis report using ABC data
- LO7: Build up budgets and consider some criticisms of budgeting as a performance management system
- LO8: Illustrate strategic management accounting through the elaboration of a dashboard

### PREREQUISITES

Basic knowledge in financial accounting is an imperative prerequisite to this course. Incoming students are invited to take a Financial accounting on-line course (freely provided by Edhec). Students should also be able to use basics Microsoft Excel including the PivotTable function.

### COURSE CONTENT

Session 1	What is and why management accounting? Introduction to cost terms and concepts.
Session 2	Decision making in CVP analysis : optimum combination of costs, selling price and sales volume
Session 3	CVP analysis and Relevant information in decision making
Session 4	Full costing - Traditional approach versus Activity-Based Costing
Session 5.1	Budgeting : Operating budgets
Session 5.2	Budgeting : Master budget
Session 6	Variance analysis process and interpretation
Session 7.1	Strategic management accounting in brief
Session 7.2	Strategic management accounting illustration : elaboration of a dashboard

### MAIN TEACHING & LEARNING METHODS

Blended Learning                      Class Discussions                      Group Work                      Case Studies

The course banishes pure lectures and expects students to be individually and collectively engaged in the course, following three steps:

**Step 1 – Prepare:** self-study through e-learning, slides, textbook, and quizzes.

**Step 2 – Clarify and dig deeper:** in class discussion with the whole group and with your team mates

**Step 3 - Consolidate:** after the class, complete the remaining suggested exercises, go over the solutions to problems and ask for assistance if needed.

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (and format)	Main Learning Object. Evaluated
1	Continuous Assessment Individual	20% = 2 x 10% two quizzes_one grade	<b>Quiz 1</b> : 30 mn class test <b>Quiz 2</b> : 60mn exam Room_invigilated	<input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO5 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO6
2	Continuous Assessment Individual	30% =2x15% (two case studies)	Not apply	<input checked="" type="checkbox"/> LO4 <input checked="" type="checkbox"/> LO5 <input checked="" type="checkbox"/> LO6 <input checked="" type="checkbox"/> LO7 <input checked="" type="checkbox"/> LO8
3	Final Exam	50%	120 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4 <input checked="" type="checkbox"/> LO5 <input checked="" type="checkbox"/> LO6 <input checked="" type="checkbox"/> LO7 <input checked="" type="checkbox"/> LO8
4	Continuous Assessment Individual	Min 0.25 pt - Max 2 pts (out of 20)	To the students who very actively participate in most class discussions.	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4 <input checked="" type="checkbox"/> LO5 <input checked="" type="checkbox"/> LO6 <input checked="" type="checkbox"/> LO7 <input checked="" type="checkbox"/> LO8

### REQUIRED READING

P. Atrill & E. McLaney –8th ed. 2015. Management Accounting for Decision Makers – Pearson



## 21\_M1\_LI\_BM\_S2\_CCO\_LAW\_647 : LEGAL ENVIRONMENT & BUSINESS DECISION MAKING

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Christophe COLLARD (christophe.collard@edhec.edu)		

### COURSE OBJECTIVES

Through this course, students will learn in what extent (and how) the legal environment may impact strategic and operational decision-making. This course is not only based on a technical approach of legal issues in an international context, it also favours both institutional and organisational visions of how law matters for business strategy and operations.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 What is the influence of legal environments on various key-issues for companies
- LO2 How to use law and the tools it offers to pursue opportunities, create and capture value while managing risks during the different stages of business development

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Demonstrate agility to integrate legal issues into business and strategic decisions
- LO4 Participate in the development and implementation of effective compliance programmes

### PREREQUISITES

Fundamental notions in law  
Good understanding of the global economy issues  
Basic notions in organisational studies

### COURSE CONTENT

Law and Globalization. Regulatory Competition: attractiveness/avoidance of some legal systems. Extraterritorial application of some laws.  
International tax optimization. Tax avoidance. Tax ruling.  
Key concepts of liability. Criminal/civil/ corporate/managerial liability. Executive duties and liability for damages of the company.  
Value creation through the law. Value destruction caused by the law.  
Compliance Management. Reasons for compliance.  
Synthesis Case study.

### MAIN TEACHING & LEARNING METHODS

Lectures                                      Case Studies                                      Class Discussions                                      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continuous Assessment Group	40	Choose an item.	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
2	Final Exam	60	90 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Bagley C., Managers and the Legal Environment: Strategies for Business, 9th edition, Cengage, 2019

## 21\_M1\_LI\_BM\_S2\_CCO\_6506 : EMOTIONAL INTELLIGENCE FOR LEADERS

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	12	ECTS	2
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Sylvie Deffayet Davrout (Sylvie.DEFFAYET@edhec.edu)		

### COURSE OBJECTIVES

While IQ is the best indicator for educational status, Emotional Intelligence seems to be the best determinant of one's level of personal achievement and success in most professions (Goleman 2006). This seminar will provide the opportunity to experience 4 out of 5 Goleman's competencies : that are Self awareness, Self regulation, Empathy and Social skills

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 recognize the emotion
- LO2 understand the intent of the emotion

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 express emotion : enriching my vocabulary and embodying it
- LO4 regulate emotion and use it appropriately in my relationships

### PREREQUISITES

2 hours online and out of class learning  
Pass the correspondant quiz

### COURSE CONTENT

Emotional Perception, Emotional Control, Emotional Sharing

### MAIN TEACHING & LEARNING METHODS

Collaborative Learning      Group Work      Blended Learning      Lectures

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	30%	30 minutes class test	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Final Exam	70%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

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## 21\_M1\_LI\_BM\_S2\_CCO\_MGT\_651: MANAGEMENT INFORMATION SYSTEMS

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	36	ECTS	6
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Mohamed-Hédi Charki (MohamedHedi.CHARKI@edhec.edu)		

### COURSE OBJECTIVES

Management Information Systems represents a fundamental prerequisite for the efficient functioning and success of any organization. At the same time, significant empirical evidence shows that flawed decisions in information systems management can jeopardize their companies' overall performance and even survival. At the same time, major progress made in analytics systems (ex: descriptive, predictive etc.) has made the understanding and the use of business analytics a key foundation for organizations willing to reap the benefits from the massive data generated by their information systems. This introductory MIS course aims to endow the students with capabilities to enable to understand, manage and use information and analytics systems.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Understand the foundations of information systems
- LO2 Understand Business Processes Analysis & reengineering

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Analyze data by using analytics systems such as SAP Cloud Analytics and Tableau
- LO4 Evaluate business performance through the use of SAP ERP systems

### PREREQUISITES

None

### COURSE CONTENT

Information Systems  
IT Project Management  
Business Process Analysis  
Business Intelligence Systems  
Enterprise Resource Planning Systems  
Descriptive Analytics (SAP Cloud Analytics, Tableau)  
Predictive Analytics (SAP Cloud Analytics, Tableau)

### MAIN TEACHING & LEARNING METHODS

Case Studies      Blended Learning      Consulting      Collaborative Learning

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	10%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
2	Continous Assessment Individual	20%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input type="checkbox"/> LO4
3	Continuous Assessment Group	20%	Not apply	<input type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
4	Final Exam	50%	120 minutes exam Room	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

None

## 21\_M1\_LI\_BM\_S2\_CCO\_MGT\_652 : OPERATIONS AND PROJECT MANAGEMENT

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	24	ECTS	4
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Cedric Verbeeck (Cedric.VERBEECK@edhec.edu) and Martijn Jungst (Martijn.JUNGST@edhec.edu)		

### COURSE OBJECTIVES

Companies are facing international competition and are required to pursue commercial opportunities rapidly. They must modify and introduce products constantly and respond to customer demand as fast as possible. The development of these new products, services, and processes are predominantly carried out in project groups. This course offers an insight in the role of project management and operations management in different organizational contexts by focusing on project planning, resource allocation, and project control and tools adopted from operations management.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Develop a managerial perspective on the role of project management and its integration into overall business management.
- LO2 Understand the linkages between Operations management and the other functions to deliver value

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Acquiring competencies in the tools, techniques, methods, and models for managing projects.
- LO4 Acquiring practical experience in teamwork when designing processes and applying basic operation management tools

### PREREQUISITES

No prerequisites are required.

### COURSE CONTENT

Project Team Dynamics, Project Scope, Resource Management, Scheduling, Risk and Uncertainty Management, and Quality Assurance.

### MAIN TEACHING & LEARNING METHODS

Blended Learning      Group Work      Class Discussions      Collaborative Learning

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	50%	Not apply	☒LO1 ☒LO2 ☒LO3 ☒LO4
2	Continuous Assessment Group	25%	Not apply	☒LO1 ☒LO2 ☒LO3 ☒LO4
3	Continuous Assessment Group	25%	Not apply	☒LO1 ☒LO2 ☒LO3 ☒LO4

### REQUIRED READING

Harvard Business Press (2003). Managing Projects Large and Small: Harvard Business Essentials.

## 21\_M1\_LI\_BM\_S2\_LVX\_LV2\_ALL\_600: ALLEMAND

DEGREE	Master in Management
PROGRAMME	M1 Business Management
STUDENT HOURS	18
SEMESTER	Spring (2)
COURSE COORDINATOR	Monika GEBHART

LEVEL	Master 1
ACADEMIC YEAR	2020-2021
ECTS	2
CAMPUS	Lille

### COURSE OBJECTIVES

Deepen the student's general and professional language mastery.  
Foster student's awareness about the language cultural, political, economic and social background.  
Develop communicative competence and professional managerial vocabulary knowledge through business-related topics and activities

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 A Year in the Life of a Startup (Part II).
- LO2 Event and project management in Germany

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Conduct business meetings and negotiations in a well-structured and goal-oriented manner.
- LO4 Pitch a project

### PREREQUISITES

B2 level

### COURSE CONTENT

A Year in the Life of a Startup (Part II): Surviving Your First Year  
Your first trade show in Germany

### MAIN TEACHING & LEARNING METHODS

Blended Learning Collaborative Learning Case Studies Presentations (oral or group)

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

Digitalized blended learning course package

## 21\_M1\_LI\_BM\_S2\_LVX\_LV2\_ARA\_606: ARABE

DIPLOME	Master in Management
PROGRAMME	M1 Business Management
HEURES ETUDIANT	18
SEMESTRE	Printemps (2)
COORDINATEUR	TBD

NIVEAU	Master 1
ANNEE ACADEMIQUE	2020-2021
ECTS	2
CAMPUS	Lille

### OBJECTIFS DU COURS

- Approfondir la maîtrise de la langue générale et professionnelle de l'étudiant.
- Sensibiliser les étudiants au contexte culturel, politique, économique et social associé à la langue.
- Affiner la compétence communicative et la connaissance du vocabulaire managérial professionnel des étudiants à travers des sujets et activités liés au monde des affaires.

### OBJECTIFS D'APPRENTISSAGE

Après avoir suivi ce cours, les participants devraient être capables de connaître ou de comprendre (résultats fondés sur les connaissances) :

- LO1: Connaître le fonctionnement du monde socio-économique du Moyen-Orient. Entreprises et autres
- LO2: Comprendre les fondamentaux du monde arabe et en particulier le Moyen-Orient.

Plus précisément, les participants devraient être capables de (résultats fondés sur les compétences) :

- LO3: Savoir s'acclimater avec le milieu social du Moyen-Orient
- LO4: Conduire une réunion efficacement et savoir s'entretenir avec les collaborateurs orientaux..

### PRÉREQUIS

Niveau B1

### CONTENU DU COURS

Analyse des comportements polychrones. - Monde arabe - qui sont différents du monde monochrome – Occident (suite)

Découvrir les fondements de la culture arabe, une culture profondément focalisée sur l'humain, plus que sur l'efficacité ou le pragmatisme. (suite)

La difficulté à clore des négociations dans les temps (suite).

Les conséquences psychologiques et comportementales de l'interaction entre le temps et l'espace chez les Arabes (suite).

### MÉTHODES PÉDAGOGIQUES PRINCIPALES

Présentations

Travaux de groupe

Débats

Apprentissage en ligne

### MÉTHODES D'ÉVALUATION

	TYPE D'ÉVALUATION	% DU TOTAL DE LA NOTE	DURÉE (si examen sur table surveillé) + Format	OBJECTIF(S) D'APPRENTISSAGE ÉVALUÉ
1	Contrôle continu individuel	100%	Ne s'applique pas	LO1☒ LO2☒ LO3☒ LO4☒

### BIBLIOGRAPHIE

TUVI Pierre, Le Maghreb dans son contexte international. Comprendre les affaires, les usages et les mentalités au Maroc, en Algérie, en Tunisie et en Libye. Paris, Dauphin, 2015.

FRANJIE Lynne, Kayfa Nakoul, Vocabulaire thématique français-arabe / arabe-français. Paris : Editions – Ellipses, 2006.

## 21\_M1\_LI\_BM\_S1\_LVX\_LV2\_ESP\_603 : ESPAGNOL

DEGREE Master in Management  
PROGRAMME M1 Business Management  
STUDENT HOURS 18  
SEMESTER Spring (2)  
COURSE COORDINATOR Maguiña RAMILO

LEVEL Master 1  
ACADEMIC YEAR 2020-2021  
ECTS 2  
CAMPUS Lille

### COURSE OBJECTIVES

To improve the student's lexical, syntactical and grammatical proficiency in a business context  
To expand intercultural communication and negotiations skills  
To know how the Stock market Ibex 35 works and invest in

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 Current political, cultural or economic context in Spain and Latin America
- LO2 Basic financial concepts in Spanish

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Negotiate with Spanish or Latin American speakers
- LO4 Participate successfully in meetings in Spain and Latin America

### PREREQUISITES

B2 level

### COURSE CONTENT

Intercultural negotiations, best practices  
How to invest in the stock market, major companies, finance vocabulary  
Economic results of Spain and Latin America  
Discuss nowadays major political, cultural or economic events in Spain and Latin America

### MAIN TEACHING & LEARNING METHODS

Case Studies Presentations (oral or group) Blended Learning Class Discussions

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input type="checkbox"/> LO4

### REQUIRED READING

Students will be provided with a digitalized course package, all course documents are available on Blackboard®

## 21\_M1\_LI\_BM\_S2\_LVX\_LV2\_ESP\_604: ITALIEN

DIPLOME	Master in Management
PROGRAMME	M1 Business Management
HEURES ETUDIANT	18
SEMESTRE	Printemps (2)
COORDINATEUR	Luisiana NASO

NIVEAU	Master 1
ANNEE ACADEMIQUE	2020-2021
ECTS	2
CAMPUS	Lille

### OBJECTIFS DU COURS

Situer l'Italie dans le contexte international : analyse des principaux secteurs de l'économie italienne.  
Etre capable d'interagir en italien dans des situation professionnelles et interculturelles complexes. (management, négociation...)

### OBJECTIFS D'APPRENTISSAGE

Après avoir suivi ce cours, les participants devraient être capables de connaître ou de comprendre (résultats fondés sur les connaissances) :

- LO1: Connaître les différents secteurs de l'économie italienne et l'actualité
- LO2: L'art de la négociation avec les italiens

Plus précisément, les participants devraient être capables de (résultats fondés sur les compétences) :

- LO3: Organiser une réunion, l'animer et gérer le temps
- LO4: Analyser et gérer une situation de crise

### PRÉREQUIS

Niveau B2

### CONTENU DU COURS

- Le Made in Italy dans le monde
- Les différents secteurs économiques (primaire, textile, le tourisme)
- La contrefaçon
- Le management italien
- L'art de négocier avec les Italiens
- Organiser et animer une réunion
- Actualité italienne (à travers de jeux de rôles)

### MÉTHODES PÉDAGOGIQUES PRINCIPALES

Etudes de cas      Travaux de groupe      Débats      Présentations

### MÉTHODES D'ÉVALUATION

	TYPE D'ÉVALUATION	% DU TOTAL DE LA NOTE	DURÉE (si examen sur table surveillé) + Format	OBJECTIF(S) D'APPRENTISSAGE ÉVALUÉ
1	Contrôle continu individuel	100%	Ne s'applique pas	LO1☒ LO2☒ LO3☒ LO4☒

### BIBLIOGRAPHIE

La presse italienne: L'Espansione; L'Espresso; La Repubblica; Il Sole 24 Ore ... Livres: «L'Italia geoeconomica», Utet Libreria ; Florence Vidal, «Le management à l'italienne» ; Christian Marechal, «Communiquer avec ses partenaires européens», Nathan



## 21\_M1\_LI\_CLA\_S1\_LVX\_LV2\_FLE\_1337: MIM FRANÇAIS LANGUE ETRANGERE

DEGREE	Master in Management	LEVEL	Master 1
PROGRAMME	M1 Business Management	ACADEMIC YEAR	2020-2021
STUDENT HOURS	36	ECTS	2
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Lucie BENAGROUBA		

### COURSE OBJECTIVES

Acquire a level in French from elementary (A2) to advanced (C1/C2)

- Improve grammatical and lexical knowledges in order to practice French in all day life and business situations.
- Be able to communicate by speaking and writing adapting the language to the situation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 French typical business and society elements
- LO2 Various types of inputs ( advertisements, articles, interviews, videos, administrative documents, e-mails, ...)

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Describe a fact, an event, analyze it and give their opinion
- LO4 To relate their experiences and projects by writing or speaking

### PREREQUISITES

4 or 5 levels from Beginner to Advanced level (A 0 to C 2) are available; Each level will fit Students' starting point levels within the group according to their needs and expectations. Students are positioned in the different groups after a placement process at the beginning of Semester 1.

### COURSE CONTENT

Beginner: Explain or understand a lived experience/ Ask questions/ Compare/ introduce a job / Talk about my personal projects/ Improve my communication.

Elementary: Health and Environment Issues/ Appearance, dress codes and fashion/ Keys to understand France and French people.

Intermediate: Environment issues/ Tech Innovations/ Cultures and Arts.

Advanced: Social inequalities/ International news/ Professional communication.

Business French: The French Tech/ Family Business/ Cultures and entertainment policy and Business management

### MAIN TEACHING & LEARNING METHODS

Lectures                      Group Work                      Collaborative Learning                      Coaching

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

## 21\_PO\_LI\_CLA\_S0\_LVX\_LV2\_FLE\_1652: FRANÇAIS LANGUE ETRANGERE

DEGREE	NA	LEVEL	Choose an item.
PROGRAMME	Master Incoming	ACADEMIC YEAR	2020-2021
STUDENT HOURS	30	ECTS	5
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Lucie BENAGROUBA		

### COURSE OBJECTIVES

Acquire a level in French from elementary (A2) to advanced (C1)  
Improve grammatical and lexical knowledges in order to practice French in all day life and business situations.  
Be able to communicate by speaking and writing adapting the language to the situation.

### LEARNING OUTCOMES

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 French typical business and society elements
- LO2 various types of inputs (advertisements, articles, interviews, videos, administrative documents, e-mails, ...)

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 Describe a fact, an event, analyze it and give their opinion
- LO4 To relate their experiences and projects by writing or speaking

### PREREQUISITES

3 or 4 levels from Beginner to Advanced level (A 0 to C 2) are available; Each level will fit Students starting point level within the group according to their needs and expectations. Students are positioned in the different groups after a placement process at the beginning of each semester

### COURSE CONTENT

Beginner: Introduce myself/All day life situations/ Use basic tenses / Locate myself into time and space / Describe a place/ Report an event.

Intermediate: Advertisement and business strategy/ Environment and urban issues/ Understand and interact in the working world/ Tech Innovation/ Culture and Art.

Advanced: Brands and marketing/ Understand and interact in the working world/ Social inequalities/ International news.

### MAIN TEACHING & LEARNING METHODS

Lectures                      Group Work                      Presentations (oral or group)                      Collaborative Learning

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	100%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

## 21\_MO\_LI\_BM\_S2\_CCO\_1333: FAMILY BUSINESS

DEGREE	NA	LEVEL	Master 2 (transversal/outgoing)
PROGRAMME	Master Incoming	ACADEMIC YEAR	2020-2021
STUDENT HOURS	30 hours	ECTS	6
SEMESTER	Spring (2)	CAMPUS	Lille
COURSE COORDINATOR	Prof. Dr. Fabian Bernhard		

### COURSE OBJECTIVES

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

### LEARNING OUTCOMES

The learning objective of the course is to:

- Learn and raise awareness why a family firm is a distinctive form of organization
- Increase students' understanding of family firms and their role in the economy

After having taken this course, participants will be able to/are expected to know or understand (knowledge-based outcomes)

- LO1 the major issues and problems of family businesses as well as basic ideas how these challenges can be solved to improve family business performance
- LO2 Improve students' team building and business case writing skills

More specifically, participants should be able to (skill- and competency-based outcomes)

- LO3 develop skills related to data gathering on family businesses, as well as critical and analytical thinking
- LO4 actively seek and propose for solutions to common family business challenges (competencies related to consulting family businesses), which enhances students' future entrepreneurial and managerial capabilities in a family business context

### PREREQUISITES

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

### COURSE CONTENT

Definition and Characteristics of a Family Business, Economic Relevance of Family Firms, Overview on Advantages and Disadvantages of Family Businesses, Examples of Specific Challenges, Family Businesses as Systems, Emotions in the Family Business, Management and Ownership Succession, Planning for the Transfer of Power, Specific Challenges and Problems in the Succession Process, Preservation of Entrepreneurship and Innovation over Generations, Corporate Governance in Family Businesses

### MAIN TEACHING & LEARNING METHODS

Lectures                      Case Studies                      Class Discussions                      Group Work

### ASSESSMENT METHODS

	Evaluation Type	% of Grade	Duration (if invigilated exam) and format	Main Learning Objective Evaluated
1	Continous Assessment Individual	50%	Not apply	<input checked="" type="checkbox"/> LO1 <input type="checkbox"/> LO2 <input type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4
2	Continuous Assessment Group	50%	Not apply	<input checked="" type="checkbox"/> LO1 <input checked="" type="checkbox"/> LO2 <input checked="" type="checkbox"/> LO3 <input checked="" type="checkbox"/> LO4

### REQUIRED READING

- Bernhard, F. & Labaki, R. (2016). To sell or not to sell? The financial and socio-emotional dilemma of the ownership decision in the family business. In Arora, A. & Bacouel-Jentjens, S. (eds.), International Fragmentation: Impacts and Prospects for Manufacturing, Marketing, Economy, and Growth (pp. 141-151). London: Palgrave-Macmillan.
  - Carney, M. (2005). Corporate governance and competitive advantage in family-controlled firms. *Entrepreneurship Theory and Practice*, 29(3), 249-265.
  - Sharma, P., Blunden, R., Labaki, R., Michael-Tsabari, N., & Algarin, J. (2013). Analyzing family business cases: Tools and techniques. *Case Research Journal*, 33(2), 1-20.
  - Zellweger, T. (2017). *Managing the family business: theory and practice*. Edward Elgar Publishing.
- Technical notes and cases (e.g. The Gucci case) will be provided during the course.