



**MASTER 1 BUSINESS MANAGEMENT TRACK  
CORE COURSES  
2019-2020**

*Make an impact*

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## ECTS CREDITS

COURSES	HOURS	GE/MIM	INCOMING
Coaching in remedial Financial Accounting - AST2	6	NC	NC
Strategic management : principles and practice	30	4	4
Financial Statement Analysis	30	4	4
Corporate Finance	30	4	4
Marketing management	30	4	4
Managing Human Capital	30	4	4
Foreign language	15	2	
Business game : capstone global business simulation	30	4	4
Pitch Academy Seminar	15	2	2
Elective 1	15	2	2
Socio-Cultural France	30		7
French (Language Course)	30		5
<b>SEMESTER 1</b>	<b>245</b>	<b>30</b>	<b>40</b>
Corporate Social Responsibility	15	2	2
Big data and business analytics	15	2	2
Cost accounting & management control	30	4	4
Management of Information Systems	30	4	4
Operations management	15	1,5	1,5
Project management	15	1,5	1,5
Legal environment & business decision making	30	4	4
Business development and innovation	15	2	2
Foreign language	15	2	
TICD	35	1	
Elective 2	15	2	2
Elective 3	15	2	2
Family Business	30		8
French (Language Course)	30		5
<b>SEMESTRE 2</b>	<b>230</b>	<b>28</b>	<b>38</b>
<b>QUALIFICATION INTERNSHIP</b>		<b>2</b>	
<b>YEAR</b>	<b>475</b>	<b>60</b>	<b>78</b>

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

**NUMBER OF HOURS: 30**

**SEMESTER 1**

**INTERNATIONAL PROGRAMME - 4 ECTS**

**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:

recognize and assess stakes and stakeholders in various complex and evolving business environments; (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 (LO3)

More specifically, participants should be able to:

make strategic choices at corporate and business levels (LO4)

assess the feasibility, acceptability and expected performance of strategic choices (LO5)

### **PREREQUISITES**

No pre-requisites

### **COURSE CONTENT**

SESSION	TOPIC
1 (2h)	Part A.1: Diagnosis 1 Introduction to Strategy: purpose and approaches
2 (3h)	Part A.2: Diagnosis 2 External analysis: Industry attractiveness and impact on profitability
3 (3h)	Part A.3: Diagnosis 3 Internal analysis: Competitive advantage, value chain analysis, sustainability
(3h)	Online Virtual Case (Mid-term) Students will have to perform a case study analysis using multimedia material on Blackboard. They will also have to answer questions related to all readings and theory from Part A
4 (3h)	Part B.1: Strategic Choice 1 Business level generic and hybrid strategies
5 (3h)	Part B.2: Strategic Choice 2 Corporate strategies: Diversification
6 (2h)	Part B.3: Strategic Choice 3 Corporate strategies: Internationalization
7 (3h)	Part B.4: Strategic Choice 4 Organic vs External growth
8 (2h)	Part C.1: Implementation & Assessment 1 What is my strategy Worth? Evaluating strategy
9 (3h)	Part C.2 Implementation & Assessment 2 Strategy implementation, Planning and Emergent Strategy
(3h)	Online Virtual Case (Final) Students will have to perform a case study analysis using multimedia material on Blackboard. They will also have to answer questions related to all readings and theory from all Parts

### **TEACHING & LEARNING METHODS**

The course will be based mainly on class discussions around case studies (so not on formal lectures!). We will work in relatively small groups of half-cohorts where students will crack a case study. We will use case studies to introduce concepts, as much as readings of business and academic articles, books, and videos. Before most classes, students will work in teams to prepare for the case study to be discussed in class (teamwork). As such the course includes various pedagogical tools but its primary philosophy is based on student engagement and the regular use of flipped classroom. Flipped classroom is a type of blended learning that reverses the traditional learning environment by delivering instructional content, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online videos and other material at home and prepare to engage in concepts in the classroom with the guidance of a mentor.

**ASSESSMENT METHODS**

As part of their preparation for the case study to be discussed in class, each team of students will have to prepare answers to questions and post them on BlackBoard before 9.00pm the day before class. Please note that 1 case assignment out of 8 will randomly be graded (for the written assignment grade) and that each team will also present their work orally by doing at least one oral presentation (for the oral presentation grade). Engagement and preparedness of each individual will be evaluated systematically with a bonus system (-3 to +3 points). The bonus/malus will be added to the oral presentation grade.

ASSESSMENT TYPE		% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Continuous assessment	Case study written assignment (group)	25%	At least one hour to read the case and 2 hours to answer questions	All learning outcomes
	Case study oral presentation in class (group)	25% (Oral presentations grade average +/- bonus)	Usually 15 to 20 minutes	All learning outcomes
	Contribution (individual)		Throughout the course	All learning outcomes
Virtual case (mid-term) (individual)		20%	3 hours	LO1, LO2, LO3
Virtual case (final) (individual)		30%	3 hours	All learning outcomes

**READING**

- Darden Case: The Alaskan gold mine
- HBS Case: Cola Wars Continue: Coke and Pepsi in 2010
- HBS Case: Husky Injection Molding Systems
- Ivey Case: Indigo Airlines
- Ivey Case: Amazon Go: Venturing into Traditional Retail
- ESMT Case: Global product development strategy at Bosch
- Ivey Case: Wadsworth Restaurants: Strategies for growth

## 20\_M1\_LI\_BM\_S1\_CCO\_ACC\_4840: FINANCIAL STATEMENT ANALYSIS

NUMBER OF HOURS: 30

SEMESTER: 1

INTERNATIONAL PROGRAMME: 4 ECTS

COURSE COORDINATOR: Claire GREVET : [claire.grevet@edhec.edu](mailto:claire.grevet@edhec.edu)

### COURSE OBJECTIVES

Financial Statement Analysis (FSA) is the process of extracting information from financial statements to understand wealth creation, financial structure, risks and future performance. FSA, together with Equity valuation, forms Financial Analysis. This course does not discuss Equity valuation.

The FSA course is designed to equip students with a conceptual framework that helps them understand how businesses generate value and how this value is captured in financial statements. The course demonstrates how financial statement analysis can reduce uncertainty and increase confidence in business decisions.

### LEARNING OUTCOMES

Upon successful completion of this course, participants will be able (KB: knowledge-based; CB: competency-based):

- To understand how financial statements reflect the firm's activities and are linked to each other (LO1-KB);
- To describe and apply horizontal and vertical analysis (LO2-KB);
- To analyse a balance sheet, its evolution over time and how it reflects the company's strategy (LO3-CB);
- To evaluate and interpret Working capital and Working capital need (LO4-KB);
- To analyse an income statement, its evolution over time and how it reflects the firm's strategy (LO5-CB);
- To explain the uses and sources of cash through a Cash flow statement analysis (LO6-KB);
- To discuss the short-term liquidity position of a firm (LO7-KB);
- To discuss the solvency and financial leverage of a firm (LO8-KB);
- To identify and interpret the drivers of a firm's ROE using the Du Pont approach (LO9-CB);
- To analyse in-depth the drivers of a firm's ROE using the Alternative approach (LO10-CB);
- To analyze in a comprehensive manner the financial statements and notes of a company, wrt its strategy and its industry, and conclude to whether its growth strategy is sustainable (LO11-CB).

### PREREQUISITES

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

The estimated study time is **10 to 20 hours**, depending on your previous experience in financial accounting, in English financial accounting and on your fluency in English.

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

COURSE CONTENT	
SESSION	TOPIC
1 (E-learning)	What is and why FSA?
2.1 (Presential)	Building blocks in Financial accounting - exercises
2.2(E-learning)	Depreciation methods
2.3 (Presential)	More building blocks in Financial accounting : fair value, intangible assets, investments - exercises
3.1 (E-learning)	Balance sheet - common size & trend analysis
3.2 (Presential)	Balance sheet analysis: how balance sheet reflects the firm's strategy - exercises
3.3 (E-learning)	Working capital, working capital need and cash equation
3.4 (Presential)	Comprehensive balance sheet interpretation: Part 1: group project "Apply to Your Company" Part 2: case study "Working capital"
4.1 (E-learning)	Income statement: common size & trend analysis
4.2 (E-learning)	Income statement: understand the multiple step margins
4.3 (Presential)	Income statement analysis – How income statement reflects the firm's strategy - Case study
5 (Presential)	Ratio analysis: Part 1: group project "Apply to Your Company" Part 2: case study "Identify industries"
6.1 (E-learning)	Liquidity ratios
6.2 (Presential)	Liquidity analysis - exercises
7.1 (E-learning)	ROE analysis DuPont method
7.2 (Presential)	ROE interpretation: Part 1: ROE DuPont method – exercises + Understand financial leverage and solvency Part 2: ROE Du Pont interpretation : group project "Apply to Your Company"
7.3 (Presential)	ROE analysis Alternative
8.1 (E-learning)	Cash flow analysis - fundamentals
8.2 (Presential)	Cash flow analysis - exercises
9 (Presential)	Putting it all together – Overall Case study

**The estimated workload is 100 to 120 hours of work.**

#### TEACHING & LEARNING METHODS

We expect students to be individually and collectively engaged in the course. A typical subject topic is covered in three steps:

**Step one – Prepare:** self-study through e-learning and/or slides, and quiz ("check-help").

**Step two – Clarify and dig deeper:** in class discussion with the whole group through exercises, and with your team mates and your teacher, through your group project ("Apply to Your Company") or through a case study that provides practical implementation of knowledge.

**Step three - Consolidate:** after the class, complete the suggested exercises and work through your group project. Solution to exercises will be provided on Blackboard after completion of the session by all the groups. It is your responsibility to go over the solutions to problems and ask for assistance if needed.

All internet class communication will occur within the Blackboard communication tools, including the Forum discussion board where participants can get help. Posting your questions on the Forum enables everyone in class to follow the discussion.



**ASSESSMENT METHODS**

ASSESSMENT TYPE	% TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Quiz via Blackboard Individual sit-exam	15%	35 mn	Prerequisite in Financial Accounting – LO1 Online course: chapters 1 to 5 included
Group project	35%* of which:		Financial statement analysis of a firm
	5%	Homework	Horizontal & vertical ratios (Early stage ) LO2
	5%	In class: 80mn	Balance sheet analysis (AYC#1) LO3
	5%	In class: 80mn	Income statement analysis (AYC#2) LO5
	5%	In class: 90mn	ROE DuPont analysis (AYC#3) LO7, LO9
	15%	Homework	Comprehensive analysis LO3 to LO11 included
	This 35% grade will be <i>weighted</i> thanks to peer evaluation of team members*		
Final Exam Individual sit-exam	50%	2 hours	All outcomes
Bonus	Min 0.25pts-max 2pts (out of 20)		Granted to students who very actively participate in most class discussions

\*: it is critical that participants keep all exchanges of emails and work for their group report between team members until the end of the academic year 2019-2020. 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.

Continuous assessment is worth 50% of the total grade as we value your ability to learn and grow.

Individual evaluation is worth 65% as we expect you to take responsibility for your own learning.

Group project is worth 50% as we expect you to develop your leadership and your interpersonal awareness. It consists of the financial analysis of an existing company, different for each group. The AYC assessment ensures a sustainable understanding of the concepts and regular feed-back from teachers.

Any absence, justified and unjustified, observed during a continuous assessment is reflected with a **grade of zero**

**RECOMMENDED READING**

Textbook: K.R. Subramanyam - Financial Statement Analysis – McGraw Hill (11th ed. 2014)

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

**NUMBER OF HOURS: 30**

**SEMESTER: 1**

**INTERNATIONAL PROGRAMME: 4 ECTS**

**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

To compute the cash flows and return of a project ; LO1

To understand the relation between risk and return of financial assets; LO2

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

To estimate the cost of equity and the weighted average cost of capital of a firm; LO3

To understand the cost and benefits of debt financing relative to equity financing; LO4

### **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
	Project Appraisal and Capital Budgeting
6	Risk and Return
7	Capital Pricing Model
8	Introduction to Financing and Capital Structure

### **TEACHING & LEARNING METHODS**

The first part of each session is devoted to the remainder of the main ideas of the lesson, the second part to hands-on applications. Course notes are given at the beginning of the period. Each lesson must be prepared before the session. This guide will be made available in electronic form in advance of the course to ensure sufficient time for preparation.

Blackboard would be the main place to collect all the documents and a place where an exchange of ideas/questions would happen. Separate forum would be open for student discussions/questions and similar

Exposure to a wide-ranging literature and substantial reading activities form the bedrock of the programme of study for this course. In addition, daily reading of the major financial media outlets such as Financial Times, Wall Street Journal, Les Echos, Bloomberg Business Week, portals such as Yahoo Finance, Bloomberg, blogs as Project Syndicate, EUVOX, E-axes and streaming websites as Bloomberg.tv is strongly encouraged as the content and analysis there would complement our reading and discussions in the course.

Lesson 1 would Introduce students to the course content and to the online module. Students must come with their computers and their audio headset (2 hours)

After the introduction lesson, students would take online Introduction to Finance: 10 hours from Harvard publishing (Help from Milos via the participation to the forums).

Once the online component is taken, there will be

- 6 tutorials (3 hours each)
- Students need to prepare the lesson before the class
- The first part is devoted to an extended summary of the lesson.
- Second part is the tutorial: exercises and case study

#### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Midterm exam (individual)	15	1.5 hours	Online component / LO1
Continuous assessment-one graded tutorial - individual grade	15	NA	LO2
Continuous assessment-individual tutorial submission	15	NA	LO3
Final exam (individual)	55	2 hours	LO1- LO4
Bonus- Extra credit attendance	Min 0 Max 0.15 points addition to overall course grade	NA	NA

#### READINGS

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

## 20\_M1\_LI\_BM\_S1\_CCO\_MKG\_649: MARKETING MANAGEMENT

NUMBER OF HOURS: 30

SEMESTER 1

INTERNATIONAL PROGRAMME - 4 ECTS

COURSE COORDINATOR: Arne De Keyser, [arne.dekeyser@edhec.edu](mailto: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 in this class is also to insist on creating financially-viable solutions for the corporate partner, Procter & Gamble, which will sponsor this fundamental marketing management course.

More specifically, the objectives of this course are:

To explain the role of marketing in the (global) organization and prepare participants to be responsible and well-informed decision-makers

To provide a deep understanding of the marketing concept and of its key components

To develop the skills to design and implement a successful marketing strategy as well as to create customer and firm value

To establish guidelines for implementing operational marketing actions

To become aware of how marketing evolves over time in a rapidly changing global and technology-dominated environment

To raise attention on the importance of quantitative information and marketing research in order to make informed decisions

To raise awareness of current developments in marketing research (relevant to marketing operations) in order to create decision makers who can reinvent themselves during their career (i.e., increase their sensitivity to life-long learning)

### LEARNING OUTCOMES

Upon successful completion of this course, participants will be able (KB: knowledge-based; CB: competency-based):

To describe what marketing is and what its role in the firm is (LO1 - KB);

To understand the process of value creation from the perspective of customers, producers and society at large (LO2 - KB);

To explain the strategic marketing planning process (LO3 - KB);

To precisely define a market (LO4 - CB);

To identify appropriate methods for marketing research (LO5 - KB);

To recognize the need for market segmentation & to propose a targeting and positioning strategy (LO6 - CB);

To mix the different marketing tools and techniques (LO7 - CB);

To design a marketing plan proposal (LO8 - KB);

To integrate new knowledge for decision-making (LO9 - CB).

### PREREQUISITES

None.

### COURSE CONTENT

SESSION	TOPIC
1	Introduction – Defining Markets – Internal Company Analysis (objectives & resources) – PESTEL analysis
2	Marketing Research Process – Consumer Behavior & the Buying Process
3	Segmentation & Targeting
4	Positioning
5	Coaching Session P&G case
6	Physical & Digital Product Strategies/Tactics
7	Physical & Digital Place Strategies/Tactics
8	Physical & Digital Promotion Strategies/Tactics

9	Feedback Session P&G case (building on intermediary report submitted in session 8)
10	Price Strategies/Tactics
11	P&G closing session

### TEACHING & LEARNING METHODS

In-class lectures  
 Class discussions  
 Group work (P&G real-life business case)  
 Students presentations

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Exam (Closed-Book)	50%	2h	2 or 3 questions: practical & theoretical on course slides, & Harvard readings (LO1, 2, 3, 5, 6, 7)
In-class group presentations (Open book)	20% This grade will be <i>weighted</i> thanks to peer evaluation of team members*.	preparation each week	Presentations applied to the P&G Business Case – random selection of student teams (LO4, 5, 6, 7, 8, 9)
Group Report** (Open book)	30% This grade will be <i>weighted</i> thanks to peer evaluation of team members*.	/	Consists of all presentations prepared throughout the semester integrated into a final business report in a PowerPoint format. (LO4, 5, 6, 7, 8, 9)

\*: 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 2019-2020. 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 submitted in session 8. These students will receive 2 bonus points (Note: exceptions can be made for individuals not actively involved in the group work). Eight of the winning teams will be invited to present their work in front of P&G managers and the class in session 11.

### 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 readings and course material (in-class slides) are subjected to exam questioning. **Laptop, smartphone, tablet use is not permitted in class** (except for your group presentations).

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

NUMBER OF HOURS: 30

SEMESTER: 1

INTERNATIONAL PROGRAMME: 4 ECTS

COURSE COORDINATOR: TO BE DETERMINED

### COURSE OBJECTIVES

Companies' human resources represent the most powerful form of capital for organizational success. Unfortunately, most businesses fail to harness the full potential of their employees to create value because their people management practices are sub-optimal. A Gallup poll among 230.000 full-time employees across 142 countries shows that only 13% of employees are engaged in their jobs. Another study by Robbins and Judge reports that of 180.000 employees worldwide, only slightly more than half (53%) were satisfied with their jobs. Both 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)

1. Basic principles used in human resource management including job analysis, recruitment, selection, motivation and compensation. (LO1)
2. Basic concepts and theories regarding what motivates people at work (LO2)
3. Essential aspects of working in groups, including team effectiveness and managing team diversity. (LO3)
4. Similarities and differences of basic HRM and OB practices across cultures and in the global business environment. (LO4)
5. Key principles of power and politics. (LO5)

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

6. Design an effective recruitment and selection plan for a small organization. (LO6)
7. Create a motivation program consistent with theory. (LO7)
8. Provide and receive more effective feedback. (LO8)
9. work more effectively in a team environment. (LO9)

### PREREQUISITES

None

### COURSE CONTENT

SESSION	TOPIC
1	The hiring process: job analysis, recruitment and selection
2	Motivation: How to influence motivation at work and to set up incentives.
3	Feedback essentials: Giving and receiving effective communication.
4	Team effectiveness: Group problem-solving skills
5	Global HRM and OB: Managing people in the Global context, an introduction
6	Power and politics

### TEACHING & LEARNING METHODS

This is a blended learning course, with lectures provided on video links, and classes designed as tutorial to apply material learned in advance.

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

In-class introductory lecture, video lectures and on-line interactive material. There will be 12 equivalency hours of course lectures in the course, starting with one 'live' lecture to introduce the course content and format, followed by 11 hours of on-line modules, one of which (Feedback Essentials) is to be provided by Harvard Business Publishing. Assigned readings: In addition to video and other on-line materials, you will be assigned readings for each section.

Tutorials ("TD" or 'Travaux Dirigés')—All six class sessions are designed in tutorial format, with case materials, simulation, role playing, and follow-up discussion as primary learning tools.

## ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Individual - quizzes	20%	To be determined	LO1-LO5
Individual Final exam	30%	2 hours	LO1-LO9
Group - continuous assessment	50%	Out of class assignments	LO6-LO9

## READING

(These readings may be updated for 2019-2020).

### Section I. The Hiring Process

Reading 1.1: Latham, Gary P., (2009), Excerpt from “Chapter 1: Use the Right Tools to Hire High-Performing Employees,” in *Becoming the Evidence-Based Manager: Making the Science of Management Work for You*, Boston: Davies-Black, pp. 1-19.

### Section II. Motivation

Reading 2.1. Dewhurst, M., Guthridge, M. & Mohr, E., (2009) *Motivating People: Getting Beyond Money*, McKinsey Quarterly, June. Pp. 1-5.

### Section III. Feedback essentials

Reading 3.1. Phoel, C. (2009). Feedback that works. *Harvard Management Update*, A Newsletter from Harvard Business Publishing, Article Reprint No. U0902A.

Reading 3.2. MassHR Workforce Enhance Program, topic Five-the EARN Feedback Process for Positive and Negative Situations. (Short hand out to be used as structure for Tutorial 1)

Reading 3.3. Hancock, B., Hioe, E., and Schaninger, B. (2018). The fairness factor in performance management, *McKinsey Quarterly*, April, pp. 1-11.

### Section IV. Team Effectiveness

Required 4.1. Edmonson et al (2001), *Speeding up team learning*, *Harvard Business Review*, 125-132.

Required 4.2. Bossert, O. (2018), *Unleashing the power of small, independent teams*, *McKinsey Quarterly*, 1-10.

### SECTION V. Global Human resource management and Organization Behavior

Reading 5.1. Myloni, B., Harzing, A-W., & Mirza, H. (2004). Human Resource Management in Greece: Have the colours of culture faded away? *International Journal of Cross Cultural Management*, 4(1), 59-76.

Reading 5.2. Brett, J., Behfar, K., & Kern, M.C., (2006) *Managing multicultural teams*, November issue, *Harvard Business Review*.

Reading 5.3. Ferrazzi, K., (2014). *Getting Virtual teams right*, *Harvard Business Review*.

### Section VI. Power and Politics

Required 6.1. Duan, L., Sheeran, E., Weiss, L. M. (2014). *Tapping the power of hidden influencers*. *McKinsey Quarterly*.

Required 6.2. Pfeffer, J. (2010). *Power Play*. *Harvard Business Review*.

Required 6.3. Jarrett, M. (2017). *The 4 types of organizational politics*. *Harvard Business Review*.

## 20\_M1\_LI\_BM\_S1\_CCO\_MGT\_641: BUSINESS GAME CAPSTONE BUSINESS SIMULATION

NUMBER OF HOURS: 30

SEMESTER: 1

INTERNATIONAL PROGRAMME: 4 ECTS

COURSE COORDINATOR: Christine COISNE - christine.coisne@edhec.edu

### COURSE OBJECTIVES

CAPSTONE is a three-day business simulation mirroring a real-world business case 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 in fostering change
- To monitor team dynamics and reflect on one's learning process and contribution

### LEARNING OUTCOMES

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

The rationale behind strategy definition and execution LO1

The interconnection between functions LO2

The importance of team effectiveness LO3

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

Devise a competitive strategy and implement it LO4

Optimize financial, marketing, R&D and HR management tools while monitoring strategic capabilities LO5

Implement team effectiveness tools and techniques LO6

### PREREQUISITES

Strategy, Marketing, Financial Statement Analysis and Corporate Finance courses or equivalent

### COURSE CONTENT

SESSION	TOPIC
DAY 1	Define a strategy and implement it : pitfalls and challenges
DAY 2	Execute a strategy according to competitive advantage or lack thereof
DAY 3	Adjust the strategy to grow the company in terms of market share and profitability

### TEACHING & LEARNING METHODS

The course will involve several teaching and learning methods:

- Computer-based simulation combining input sessions in large groups and feedback sessions in small groups
- Learning by doing
- Monitored teamwork

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Individual pre-work	30%	3 hours	LO1 -LO2
Group Simulation	40%	26 hours	LO3 - LO4 - LO5 - LO6
Individual final exam	30%	1 hour	LO2 - LO4 -LO5

### READING

COMPULSORY: TEAM MEMBER GUIDE



## 20\_M1\_LI\_BM\_S1\_CCO\_4406: PITCH ACADEMY SEMINAR

NUMBER OF HOURS: 15

SEMESTER: 1

INTERNATIONAL PROGRAMME: 2 ECTS

COURSE COORDINATOR: Christine COISNE ([christine.coisne@edhec.edu](mailto:christine.coisne@edhec.edu))

### COURSE OBJECTIVES

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

### LEARNING OUTCOMES

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

Apprehend the stakes of pitching (LO1)

Identify and integrate the building-blocks of public speaking (LO2)

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

Build and enhance pitching skills with a focus on rhetorical strategies, body language, stage presence (LO3)

Improve proficiency in public speaking with a focus on audience attention and message impact (LO4)

### PREREQUISITES

TOEIC: 815

### COURSE CONTENT

SESSION	TOPIC
1 online	Verbal Communication and Non-Verbal communication
2 offline	Intermediary practice session
3 online	Critical thinking & Salesmanship
4 online	Language Accuracy
5 offline	Evaluation session

### TEACHING & LEARNING METHODS

Self-paced video lectures created by EDHEC permanent and adjunct faculty

Individual assessments by faculty and coaches

Collaborative feedback for benchmarking purposes

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
E-LEARNING	PASS OR FAIL	1h30	LO1, LO2
INDIVIDUAL FINAL EXAM	100%	2 hours	LO3, LO4

NB: A FAIL in the e-learning course cuts the final grade by half.

### READING

Audio and video references are provided within each e-learning module

## 20\_PO\_LI\_BM\_S1\_CCO\_CCS\_4499: SOCIO-CULTURAL FRANCE

**NUMBER OF HOURS: 30**

**SEMESTER: 1**

**INTERNATIONAL PROGRAMME: 7 ECTS**

**COURSE COORDINATOR + MAIL: Martijn JUNGST ([martijn.jungst@edhec.edu](mailto: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 behaviours.

### LEARNING OUTCOMES

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

Describe the historical events that determined contemporary French business (LO 1).

Analyze the dynamic and complex socio-cultural environment in which French business takes place (LO 2).

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

Conduct business within France (LO 3).

Discuss contemporary issues within France (LO 4).

### PREREQUISITES

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

### COURSE CONTENT

SESSION	TOPIC
1	The French Culture
2	Life in Contemporary France
3	The National Competitive Advantage of France
4	The Political Climate in France
5	France and the EU
6	Social Capital in France
7	Innovation in France
8	Leadership in France
9	Design Thinking in France
10	Country Consultant

### TEACHING & LEARNING METHODS

The course will use a variety of teaching and learning methods: online lectures, online quizzes, in-class discussions, groupwork, and presentations.

### ASSESSMENT METHODS

ASSESSMENT	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
In-class Participation	20%	Continuous during the course.	LO 1, LO 2
Country report	30%	Presentation and hand-in report during the last session.	LO 3, LO 4
Final written exam (2h)	50%	At the end of the term.	LO 1, LO 2

**READING**

Matthew Moran (2011) *Opposing Exclusion: The Political Significance of the Riots in French Suburbs (2005–2007)*, *Modern & Contemporary France*, 19:3, 297-312.

Porter, M.E. (1990) *The Competitive Advantage of Nation*, *Harvard Business Review*, March-April.

Sairoff, A. (1999) *Corporatism in 24 industrial democracies : meaning and measurement*, *European Journal of Political Research*, 36, 175 – 205.

Vivien Schmidt (2003) *French capitalism transformed, yet still a third variety of capitalism*, *Economy and Society*, 32:4, 526-554.

Vivien A. Schmidt (2006) *Procedural democracy in the EU: the Europeanization of national and sectoral policy-making processes*, *Journal of European Public Policy*, 13:5, 670-691.

## 20\_M1\_LI\_BM\_S1\_LVX\_LV2\_ALL\_600:ALLEMANDLV2

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: Monika GEBHART (monika.gebhart@edhec.edu)

### OBJECTIFS DU COURS

Vertiefung der allgemeinen Deutschkenntnisse

Verbesserung der praktischen Kommunikationsfähigkeiten

Erweiterung wirtschaftsbezogenen Wortschatzes und wirtschaftsbezogener Themen

### OBJECTIFS D'APPRENTISSAGE

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

Die Aspekte einer Unternehmensgründung kompetent zu erörtern

Geschäftsverhandlungen strukturiert und zielgerichtet zu führen

Effizient und professionell zu kommunizieren (persönlich, telefonisch und schriftlich)

Eigenständig Geschäftsbriefe zu verfassen. Zudem alle wichtigen wirtschaftlichen Fachtermini und klassischen Redewendungen zu kennen, die in der deutschen Korrespondenz oft vorkommen

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

In Besprechungen und Diskussionen überzeugend zu argumentieren

Produkte und Leistungen wirkungsvoll präsentieren zu können

### PRÉREQUIS

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

### CONTENU DU COURS

SESSION	TOPIC
1-6	Firmengründung (Gründungs- und Rechtsformen, Elevator Pitch, Business Plan)
7-8	Handelskorrespondenz (DIN 5008, Anfage – Angebot – Bestellung – AB – Reklamation)
9-10	Mündliche und schriftliche Prüfung

### MÉTHODES PÉDAGOGIQUES

Fallstudien, Einzel- und Gruppenarbeit, Hör- und Leseverstehen , Schriftliche Arbeiten, Mündliche Präsentationen, Internetrecherchen

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	1 Stunde schriftliche Prüfung + 15-20 Minuten/Gruppe mündliche Prüfung	Vérification du degré d'acquisition du vocabulaire thématique du semestre

### LECTURE

Kursbuch (Poly) und Blackboardkurs

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

NBHEURES : 15

SEMESTRE : 1

PROGRAMME INTERNATIONAL : 2 ECTS

RESPONSABLE DU COURS Bachir DAHMANI Ph-D, [Bachir.dahmani@edhec.edu](mailto:Bachir.dahmani@edhec.edu)

### OBJECTIFS DU COURS

Consolider et accroître les compétences en langue arabe, aussi bien en lecture qu'à l'écriture.

### OBJECTIFS D'APPRENTISSAGE

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

- Bien maîtriser certaines difficultés notamment les temps verbaux.
- Analyser des textes en pratiquant la langue moderne

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

- Tenir une conversation en arabe moderne.
- De bien maîtriser le lexique moderne

### PRÉREQUIS

Prendre en compte les connaissances antérieures des élèves pour intégrer progressivement de nouvelles informations et de nouvelles compétences.

### CONTENU DU COURS

SESSION N°	SUJET
1	Syntaxe
2	Correction de l'exercice
3	Organisation sociale au Maghreb
4	PDL
5	Les temps du verbe. L'imparfait /le plus-que-parfait en arabe
6	PDL
7	Grammaire et Morphologie. Les Noms verbaux المصادر
8	Correction de l'exercice
9	Les méthodes de la traduction
10	cc

### MÉTHODES PÉDAGOGIQUES

Les méthodes pédagogiques sont nombreuses et variées pour transmettre un savoir. Celles que nous adoptons dans notre travail sont les suivantes :

Méthode démonstrative ;

Méthode active ou de découverte.

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit –DST1h00-40%, 1 oral 40%, participation 20%)		

## LECTURE

HAJJAR, J.-N. Traité de traduction. Beyrouth: Dār al-Mašriq, 1972.

HECHAIME, C. La Traduction par les textes. 3ème éd. Beyrouth :Dār al-Mašriq, 2002.

MATAR, A. La Traduction pratique. 9ème éd. Beyrouth :Dār al-Mašriq, 2003.

MATAR, A. Exercices d'Application de la Traduction Pratique. Beyrouth: Dār al-Mašriq, 1986.

REIG, D. La Conjugaison arabe. Paris : Maisonneuve & Larose, 1983.

REIG, D. As-Sabīl. (dictionnaire arabe-français/ français-arabe), Paris : Larousse, 1986.

النحو الواضح  
النحو الوافي

## 20\_M1\_LI\_BM\_S1\_LVX\_LV2\_CHI\_610: CHINOIS

NB HEURES : 15h

SEMESTRE : 1

PROGRAMME INTERNATIONAL : 2 ECTS

RESPONSABLE DU COURS + ADRESSE EMAIL : alice zhang (alice.zhang@edhec.edu)

### OBJECTIFS DU COURS

Développer les techniques d'amélioration et de perfectionnement de la communication dans un environnement chinois.

Développer une auto-connaissance personnelle.

### OBJECTIFS D'APPRENTISSAGE

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

- Compréhension de la langue chinoise courante à l'oral et l'écrit.
- Développer la capacité à s'exprimer en chinois.
- Développer la compréhension et l'expression orale dans des structures de vie quotidienne et professionnelle.

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

- Utilisation courante de la langue :
- Bonne compréhension écrite et orale.
- Aisance dans l'expression écrite et orale.

### PRÉREQUIS

Niveau HSK 3 ou équivalent.

### CONTENU DU COURS

SESSION	TOPIC
1	Simple love
2	Simple love
3	A true friend
4	A true friend
5	've made a good impression on the manager
6	I've made a good impression on the manager
7	Contrôle écrit
8	Don't be anxious to make money
9	Don't be anxious to make money
10	Présentation orale

### MÉTHODES PÉDAGOGIQUES

Cours standard interactif

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100%		
	(1 écrit 40%, 1 oral 40%, participation 20%)		
	écrit	2h	Grammaire et vocabulaire
	oral	15minutes	Présentation oral
	participation	10 séances	

### LECTURE

HSK 3,4,5

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

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: Maguiña RAMILO ( [maguina.ramilo@edhec.com](mailto:maguina.ramilo@edhec.com) )

### OBJECTIFS DU COURS

Ampliar los conocimientos del crimen organizado, la economía en México y Latinoamérica y sus principales empresas.

Asimilar el lenguaje del mundo de la empresa y las capacidades lingüísticas para utilizarlo.

Trabajar sobre la actualidad y tener una reflexión enriquecida

### OBJECTIFS D'APPRENTISSAGE

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

- El funcionamiento y los retos del crimen organizado en Latinoamérica
- Las principales empresas mexicanas y latinoamericanas
- Argumentar sobre el caso de estudio gracias a conocimientos teóricos detallados, y una riqueza léxica y gramatical

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

- Tener una reflexión sobre temas socio económicos típicos de Latinoamérica
- Tener una reflexión sobre la actualidad en España

### PRÉREQUIS

Nivel B2

### CONTENU DU COURS

SESSION	TOPIC
1	Presentación del programa, los estudiantes se presentan
2	Datos económicos de América Latina
3	Balance político y electoral del año : España y América latina
4	Empresas multilatinas, principales empresas y startups
5	Introducción al narcotráfico
6	Narcotráfico y corrupción
7	Narcocultura
8	Examen escrito
9	Business Case Harvard, examen oral
10	Business Case Harvard, examen oral

### MÉTHODES PÉDAGOGIQUES

Se planteará un curso estructurado en sesiones relacionadas entre sí, tanto en el plano de los conocimientos económicos como en el de lingüísticos.

Se tratará en las clases con la misma intensidad la lengua oral y escrita, la comprensión y la expresión, la creación y la comunicación.

El planteamiento de la clase será interactivo, mezclando trabajo sobre documentos escritos y audiovisuales, individual y en grupo, debates, presentaciones orales...



**MÉTHODES D'ÉVALUATION**

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Evaluación Continua	100%	1 examen escrito 40%	Compresión oral, compresión escrita y expresión escrita
		1 examen oral 40%	Expresión oral
		Participación +elearning 20%	Expresión oral, elearning

**LECTURE**

Los estudiantes recibirán al principio del semestre un manual creado espacialement para ellos.  
También recibirán un acompañamiento elearning específico en Blackboard.

## **20\_M1\_LI\_BM\_S1\_LVX\_LV2\_HEB\_607: HÉBREU**

**NUMBER OF HOURS: 15**

**SEMESTER 1**

**INTERNATIONAL PROGRAMME - 2 ECTS**

**COURSE COORDINATOR: Ilanit BEN-DOR DERIMIAN [Ilanit.bdd@gmail.com](mailto:Ilanit.bdd@gmail.com)**

### **COURSE OBJECTIVES**

Consolidation of lexical and cultural knowledge;

Preparing to expose an argumentative point of view;

good knowledge of the verbal system, particularly the irregular and defective verbs

Deepening of the grammatical forms (nouns with a following genitive prepositions and nouns with pronominal suffixes, construct states...);

Readings and understanding texts from the press.

### **LEARNING OUTCOMES**

After having taken this course participants will be able to:

understand the syntax, enabling the comprehension of various oral and written documents of medium difficulty;

Increasing capacities of oral and written communication: analyze, display and argument on a subject;

Correctly conjugating irregular verbs;

Deepen the knowledge of cultural aspects of Israel.

### **PREREQUISITES**

Good practice in oral and written expression.

### **COURSE CONTENT**

The course will be made of the following activities:

Learning a useful glossary (understanding texts related to professional life and the economy, banking and business vocabulary, and to everyday life, society, new technologies, etc.);

Enlarging the lexical knowledge on a subject, using different supports (text, media, new technologies);

Structural exercises as well as written and oral activities on themes addressed in the course;

Deepening the knowledge of the verbal system, particularly the irregular and defective verbs;

Getting familiar with grammatical forms and nominal schemas (gerunds, nouns with a following genitive prepositions and nouns with pronominal suffixes, construct states etc.);

Reading press articles (learning a vocabulary related to social issues).

For example:

SESSION	TOPIC
1-2	Economy, vocabulary on economic terms, History of economy in Israel
3-5	The hi-Tech and the history of Tel-Aviv city, vocabulary on hi-tech, grammar (prepositions, comparison sentences, conjugation of defective verbs)
6-7	History, architecture and government institutions in Jerusalem, the electoral system in Israel, grammar (complex phrases, subordinate clauses, gerunds)
8	Oral presentation, test
10-11	Actuality, news, vocabulary of newspapers, passive verbs
12-13	The geography of Israel : Negev, Dead sea, grammar (conditional, future, imperative)
14	Oral presentation, test

### **TEACHING & LEARNING METHODS**

From different teaching materials:

Systematical approach of the vocabulary learnt in the texts;

Learning of the fundamental language structures;

Reading comprehension (reading texts);

Listening comprehension (general understanding of audio-visual documents);

Written and oral expression.

#### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Continuous Assessment	100% (1 written 40%, 1 oral 40%, participation 20%)		

#### READINGS

Manuel d'hébreu (niveau avancé) – Sonia Barzilai et Mireille Hadas-Lebel, Ed L'Asiathèque  
 Pratique de l'hébreu : niveau intermédiaire et avancé. Shifra Jacquet-Svioni, Ed L'Asiathèque  
 Hebrew from scratch, part 2 - Shlomit Chayat, Sara Israeli, Hilla Kobliner, Ed Academon Press  
 Grammaire de l'hébreu – B. DONNET-GUEZ, Ed VéraPax

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

NB HEURES : 15

SEMESTRE 1

PROGRAMME INTERNATIONAL - 2 ECTS

RESPONSABLE DU COURS : Luisiana Naso ([luisiana.crispino@wanadoo.fr](mailto:luisiana.crispino@wanadoo.fr))

### OBJECTIFS DU COURS

Civiltà : Conoscere in modo approfondito l'Italia e gli aspetti salienti della sua storia, della sua cultura ed economia attraverso il cinema. Essere al corrente dell'attualità italiana

### OBJECTIFS D'APPRENTISSAGE

Al termine dei corsi, gli studenti saranno in grado di :

- Conoscere la storia recente dell'Italia dall'unificazione ad oggi
- Approfondire le conoscenze sul cinema italiano
- Capire il panorama economico, sociale e politico italiano
- Essere al corrente dell'attualità italiana

### PRÉREQUIS

Livello B2

### CONTENU DU COURS

SESSION	TOPIC
1	Il Risorgimento e l'Unità italiana
2	L'irruzione della storia nel film il "Gattopardo"
3	L'era prefascista
4	Il cinema durante il ventennio
5	Testimonianza di Vittorio Mussolini (video)
6	Introduzione al Neorealismo
7	Gli anni '70. Anni di piombo
8	Il governo Renzi (le riforme: Jobs Act- Garanzia giovani)
9	Compito in classe (1,5h). L'attuale governo italiano
10	Il Governo Conte

### MÉTHODES PÉDAGOGIQUES

Relazioni di film e di documenti video, analisi di sequenze, esposti, ricerche personali, redazioni di critiche, traduzioni  
Autoapprendimento

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100%		
	(1 Ecrit/Civiltà 40%	1h30	Comprensione scritta, espressione scritta
	1 Oral/Esposito 40%	10 min	Espressione orale, Comprensione orale
	Participation 20%)		Presenza e partecipazione attiva ai corsi

### LECTURE

Film da vedere : Il Gattopardo; Roma città aperta di Rossellini; La dolce vita di Fellini; Fellini Roma; Buongiorno, notte di Marco Bellocchio; I mostri di Dini Risi, La vita è bella di Benigni, Caro diario di Nanni Moretti, Il Caimano di Nanni Moretti, Gomorra di Matteo Garrone; Il divo di Paolo Sorrentino; Draquila di Sabina Guzzanti, etc...

## 20\_M1\_LI\_BM\_S1\_LVX\_LV2\_JAP\_608: JAPONAIS

NUMBER OF HOURS: 15

SEMESTER 1

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: Aki KIUCHI (aki.kiuchi@edhec.edu)

### COURSE OBJECTIVES

The world of work has become international. However, each country has its own business customs. This course is aimed at understanding Japanese and displaying behaviours expected in business situations in Japan.

### LEARNING OUTCOMES

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

- Job advertisements and their conditions
- Job hunting

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

- Write a resume
- Use *keigo* (polite language) which is appropriate to each context

### PREREQUISITES

Japanese corresponding to the JLTP (Japanese-Language Proficiency Test) N4 or CEFR (Common European Framework of Reference for Languages) A2/B1. Writing and reading hiragana, katakana and basic kanji.

### COURSE CONTENT

SESSION	TOPIC
1-3	Exchanging business cards ; Self-introducing ; 1. Ask the reception at a company to tell someone that you are here to see him/her ; 2. Talk about the company you work for and the work you do ; 3. Read an e-mail asking for advice on job hunting and its reply, and understand what the writers intend to say
4	Mid-term assessment
5-7	4. Read an e-mail about the writer's feelings on job hunting and understand the writer's thoughts and feelings ; Read job ads and their conditions. Write a resume in Japanese. Write an envelope. Write a cover e-mail or a cover letter.
8	Final test : presentation

### TEACHING & LEARNING METHODS

CM: Textbook : *Marugoto まるごと 初中級1 (A2/B1)* . Topic 9 : Looking for a job

Official site : <https://www.marugoto.org/en/>

### ASSESSMENT METHODS

NATURE OF ASSESSMENT	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Continuous Assessment	100 % including:		
Writing (test)	10%	20-30 min.	A small test to check the acquisition of vocabulary, kanji and grammar
Writing (composition)	30%	Devoir	Expressing in writing, using learned kanji, one's opinion on familiar subjects and argue. Eg. What have you worked most assiduously during your school life?
Oral (discussion or	10%	10 min.	Discussion about the approached subjects

question/answer)			in class if there are several students of the same level. Otherwise, the teacher asks students some questions individually and he/she answers to them.
Oral (presentation)	30%	10 min. per person	An individual oral presentation. Expressing one's opinion on his/her dream and arguing . Participating in interaction among students after each presentation
Participation	20%	In class	Presence and involvement in course. Asking questions; handing in homework; participating to conversation exercises

## READING

Through the textbook and handouts.

## **20\_M1\_LI\_BM\_S1\_LVX\_LV2\_POR\_605: PORTUGAIS**

**NB HEURES : 15**

**SEMESTRE 1**

**PROGRAMME INTERNATIONAL - 2 ECTS**

**RESPONSABLE DU COURS : Anita HARRES-DAUSQUE (anitaharres@gmail.com)**

### **OBJECTIFS DU COURS**

En plein essor socio-économique, le Brésil est devenu une puissance et a pris une position de leadership sur la scène mondiale en attirant des investissements, personnes et entreprises étrangers qui y voient des nouvelles opportunités d'affaires.

L'apprentissage de la langue et de la culture brésilienne est un défi à tout étranger voulant y faire des affaires ou s'y installer, ainsi que pour les étudiants souhaitant faire un échange ou stage sur place. Le cours de langue portugaise, qui est également axé sur la culture brésilienne, a comme but principal la communication avec les natifs, non seulement par la connaissance de langue mais aussi les us et coutumes du pays.

### **OBJECTIFS D'APPRENTISSAGE**

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

Comprendre avec aisance une émission radiodiffusée, télévisée, un film et reconnaître l'implicite ;

Comprendre sans difficultés des textes longs et complexes dans le domaine de la vie sociale, du travail ou universitaire avec l'utilisation éventuelle d'un dictionnaire.

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

Suivre une intervention sur des sujets abstraits ou complexes, même hors de son domaine ;

Faire une présentation sur un sujet complexe et parvenir à une conclusion appropriée, s'exprimer avec aisance, suivre et participer avec aisance à une discussion ;

Écrire des textes bien structurés, prendre des notes détaillées, résumer des textes longs ; maintenir un très bon degré de correction grammaticale.

### **PRÉREQUIS**

Aucun.

### **CONTENU DU COURS**

SESSION	TOPIC
1	Introduction sur le Brésil, le présent et les perspectives pour le futur avec un court-métrage sur le pays. Discussion, échange d'idées, conclusions.
2	Révision grammaticale des temps du présent, passé et futur ainsi que les prépositions à travers la compréhension de textes écrits sur le Brésil.
3	Présentation en binôme sur un thème d'actualité au Brésil ou dans un pays lusophone. Après chaque présentation un court débat sur le thème pour échange d'idées et conclusions.
4	Introduction grammaticale du présent du subjonctif à travers un texte sur le monde des affaires, activité pratique sur les expressions qui demandent l'utilisation du subjonctif.
5	L'environnement, le développement durable : enjeu d'importance majeur dans le monde actuel. Le point de vue d'un pays émergent, ses choix économiques et politiques. Présentation, discussion, lecture de textes.
6	Le conditionnel pour exprimer la politesse, les conseils, le désir, l'imaginaire. Activités, jeux de rôle qui incitent les étudiants à parler de leurs souhaits.
7	Le futur et le passé du subjonctif/l'hypothèse avec des activités et textes pour exprimer le souhait.
8	Élaboration d'un curriculum vitae, ainsi qu'une lettre de motivation.
9	Préparation pour un entretien d'embauche : do's and don'ts, enjeux culturels, questions fréquentes.
10	Simulation d'un entretien d'embauche

### MÉTHODES PÉDAGOGIQUES

Activités de compréhension de différents types de discours oraux à partir de documents authentiques vidéo et audio, Activités d'expression orale en différents contextes : exposés, débats, entretiens d'embauche...

Lecture et réflexion sur des thèmes variés : société, affaires, marketing, politique, environnement... Production de documents, résumés, analyse et synthèse de textes.

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	Continu	1 à 10

### LECTURE

Lectures recommandées :

1-E.P.U. Novo Avenida Brasil 1 – Curso Básico de Português para Estrangeiros. Editora Pedagógica e Universitária

2-De Ponce, Arumi. Burim, Silvia. Florissi, Susanna. 2006. Panorama Brasil – Ensino do Português do Mundo dos Negócios. Editora Galpão.



## **20\_M1\_LI\_BM\_S1\_LVX\_LV2\_RUS\_601: RUSSE**

**NB HEURES : 15**

**SEMESTRE 1**

**PROGRAMME INTERNATIONAL - 2 ECTS**

**RESPONSABLE DU COURS : MULIER Vita, adresse mail : vitamulier59@gmail.com**

### **OBJECTIFS DU COURS**

Approfondir les connaissances du russe, notamment du russe des affaires ;  
Développer les aptitudes à la communication ;  
Comprendre la Russie contemporaine économique, sociétale et culturelle.

### **OBJECTIFS D'APPRENTISSAGE**

L'étudiant doit pouvoir comprendre et utiliser le russe des affaires  
Après avoir suivi ce cours, les participants devraient être capables de connaître ou de comprendre (résultats fondés sur les connaissances) :  
Connaître le vocabulaire des affaires  
Comprendre et traduire des sujets socio-économiques en russe  
Comprendre l'information des sites Internet en russe  
Maîtriser la correspondance des affaires (première approche)

Plus précisément, les participants devraient être capables de (résultats fondés sur les compétences) :  
utiliser le vocabulaire des affaires appris dans un nouveau contexte (correspondance, marché, fonctionnement d'entreprise)  
composer un résumé cohérent d'un article (écrit et oral)  
faire la synthèse des documents et pouvoir analyser des revues de presse portant sur l'économie russe et ses spécificités, et sur la Russie dans le monde contemporain.  
créer et présenter son Curriculum Vitae en russe

### **PRÉREQUIS**

La maîtrise du russe des affaires (niveau B1/B2 ou plus)  
Notion de la géopolitique et du monde économique russe contemporain.

### **CONTENU DU COURS**

SESSION	TOPIC
1-2	Composer son CV en russe. Parler de son stage. Simulation d'un entretien d'embauche.
3-5	La correspondance des affaires
6-7	Parler des problèmes écologiques en Russie et dans le monde entier
8-9	Protection de l'environnement Évaluation orale
10	Evaluation écrite

### **MÉTHODES PÉDAGOGIQUES**

Ce cours sera enseigné à travers plusieurs méthodes pédagogiques :

CM et TD sous forme d'exercices d'expression et de compréhension orales (discussions en classe) et d'exercices d'expression écrite (résumés) et de compréhension orale (sujets vidéos) et écrite (textes) en travail autonome  
Analyse des textes (écrite et orale)  
Travail en groupe pour les exercices oraux (questions-réponses, discussions)  
Travail sur Internet en cyrillique (étude des sites spécialisés)

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	Écrit : 1h00 Oral : 30 mins	Écrit : Compréhension et application du nouveau vocabulaire et des nouveaux acquis Oral : Résumés des textes étudiés : compréhension, connaissance, application du vocabulaire et analyse de la situation Présence, Participation régulière en cours, devoirs rendus après chaque séance

### LECTURE

Bibliographie : les extraits étudiés font partie des lectures obligatoires, le reste, des lectures recommandées :

1. T. Bazvanova, T. Orlova, *Business-Korrespondencija*, Moscou, Russkij Jasyk, Kursy, 2009, 151 p. (extraits)
2. L. Klobukova (éd.), *Russkij jazyk dlja èkonomistov*, Moscou, Russkij Jasyk, Kursy, 2012, 160 p. (extraits)
3. Sites Internet en russe sur les actualités en Russie et dans le monde: [lenta.ru](http://lenta.ru), [bfm.ru](http://bfm.ru), [snob.ru](http://snob.ru), <http://www.bbc.com/russian>, [inopressa.ru](http://inopressa.ru) ...
4. Sites Internet en russe des grandes entreprises multinationales installées en Russie : [auchan.ru](http://auchan.ru), [decathlon.ru](http://decathlon.ru), [loreal.ru](http://loreal.ru), [lafarge.ru](http://lafarge.ru), <https://www.rosbank.ru/ru/> ....
5. Articles de presse en russe et en français sur la Russie, hors Internet : magazines *Den'gi*, *Kar'era* ; journal *Le courrier de Russie*.
6. Cercle Kondratieff, *Réussir vos négociations en Russie*, Editions Afnor, 2014, 196 p.

## 20\_M1\_LI\_BM\_S2\_CCO\_FIN\_4817: BIG DATA AND BUSINESS ANALYTICS

**NUMBER OF HOURS: 15**

**SEMESTER: 2**

**INTERNATIONAL PROGRAMME: 2 ECTS**

**COURSE COORDINATOR: ANTOINE HARFOUCHE - [ANTOINE.HARFOUCHE@EDHEC.EDU](mailto:ANTOINE.HARFOUCHE@EDHEC.EDU)**

### COURSE OBJECTIVES

The course Big Data and Data Analytics aims to equip the students with the needed capabilities to understand how big data and business analytics can help companies to boost their performance and operations. The course will also enable the students to solve business problems by using descriptive and predictive analytics techniques.

### LEARNING OUTCOMES

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

- the big data eco system
- technical foundations of Data Analytics

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

- learn how to create advanced dashboard for easing strategic decision making
- learn how advanced descriptive analytics can help decision making

### PREREQUISITES

The students are expected to have an exhaustive understanding of the key concepts and methods of statistics.

### COURSE CONTENT

SESSION	TOPIC
1	Why shall I care about Big Data & Data Analytics
2	Introducing Big Data Ecosystem
3	What Strategy for my Big Data?
4	Introducing Advanced Descriptive Analytics
5	Playing with SAP Advanced Descriptive Analytics (SAP Lumira Discovery)
6	Introducing Predictive Analytics
7	Playing with SAP Predictive Analytics (SAP Predictive Analytics)
8	Introducing the game ERPSIM
9	Playing the Data Analytics Simulation (Harvard)

### TEACHING & LEARNING METHODS

The Big Data and Data Analytics course revolves around three key principles:

- Students learn Data Analytics as they leverage them to make better business decisions
- Students are engaged in the Big Data and Data Analytics course by systematically working-out their assignments and contributing to the class conversations
- Students are actors of their own learning as they hold an active role in class

The course will use case discussion, teamwork, debates, quizzes, lab session, and simulation as key learning methods.

### ASSESSMENT METHODS

Please note that the individual engagement in class is very important. For the teamwork, please note that all submissions are graded.

ASSESSMENT	NATURE	% OF THE TOTAL MARK	DETAILS	DURATION	LEARNING OUTCOME EVALUATED
1. Individual engagement in class	Individual work	20%	Individual engagement during case sessions	All sessions	Develop a business discussion/debate where Data Analytics is a critical part Work-out business problems
2. Continuous assessment	Solving critical business issues through Big Data and Data Analytics by Team	20%	Team work during session	1 session 3 hours	Understand the strategic issues associated with Big Data
	Lab Session by Team		Team Performance and team work	2 sessions 3 hours each	Acquire an appropriate understanding of Analytics
	Simulation Game / Individual work		Individual mission	1 session of 3 hours	Aptitude to mobilize analytical knowledge to take better managerial decisions
3. Online assessment	Individual work	10 %	Understanding of the Big Data vocabulary	5 minutes per session	Acquire the basic learning based knowledge on Analytics
4. Final Exam	Individual work	50%		1 hour	Aptitude to mobilize big data and analytics knowledge to solve concrete business problems

#### READING

Sivarajah, U., Kamal, M.M., Irani,Z., & Weerakkody, V. (2017). Critical analysis of big data challenges and analytical methods. *Journal of Business Research*, 70, 263

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

NUMBER OF HOURS: 15 (+ 1-day EDHEC Open innovation Challenge)

SEMESTER: 2

INTERNATIONAL PROGRAMME: 2 ECTS

COURSE COORDINATOR + MAIL: Sébastien ORIFICI (sorifici@gmail.com)

### 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 (knowledge-based outcomes)

Explain key innovation approaches and tools such as Design Thinking, Lean Startup, Value proposition Design, Open innovation, Crowdsourcing, , ... (LO1)

Demonstrate the value of experiments and rapid prototyping in the face of uncertainties (LO2)

Participants will also be able to (skill- and competency-based outcomes)

Address an innovation challenge through the 3 steps of Inspiration, Ideation and Validation (LO3)

Formulate and present recommendations in a convincing way (using adequate frameworks, presentation and pitch techniques) (LO4)

### 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

(\*) Time spent on EDHEC Open Innovation challenge is in addition of the total of 15 hours for the class

### TEACHING & LEARNING METHODS

This course is blended with a mix of e learnings and in class session. It is also largely based on learn-by-doing with 1 online simulation and 1 innovation challenge based on a real case provided by a company.

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Harvard Simulation + assignment	10%	1 hour	LO1, LO2
MCQs based on elearnings	20%	20 min x 2	LO1, LO2
Innovation challenge	40%	3 x 3-hour	LO3, LO4

(Workshops)			workshops	
Innovation challenge (Final)	30%		One day competition	LO3, LO4

**READING**

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

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

**NUMBER OF HOURS: 15**

**SEMESTER:2**

**INTERNATIONAL PROGRAMME: 2ECTS**

**COURSE COORDINATOR + MAIL: Bastiaan.vanderlinden@edhec.edu**

### COURSE OBJECTIVES

Businesses deal with different kinds of value, and these values are important for many constituents of society. For example, corporations can pay dividends, provide work and income, respect privacy, make products and services, consider the environment, avoid child labor, and so on. Although some of these kinds of value have started to receive our attention only recently, companies have always engaged with different values – and they have always encountered difficulties when doing so. Nowadays, “multiple value creation” has (re)gained the explicit attention of managers 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)

1. Three contemporary approaches to CSR
2. Human rights risks in business, and the UN Guiding Principles for Business and Human Rights
3. Sustainable business models

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

4. Articulate their considered judgment on what is CSR
5. Generate business responses in a concrete case, based on the three contemporary approaches to CSR, and on their own judgment on what is CSR
6. Perform a basic human rights due diligence process in a concrete business case
7. Develop the outline of a sustainable business model

### PREREQUISITES

Acquaintance with topics such as strategy, supply chain, and organization theory.

### 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

### TEACHING & LEARNING METHODS

This course is organized around four workgroups. During each workgroup you receive an assignment and start working on it through tasks, discussions, and presentations. After each workgroup you finalize your assignment and you hand it in via Blackboard before the next workgroup takes place. Three lectures and prepare you for the workgroups.

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Group assignment 1	25%	continuous	LO1, LO4, LO5
Group assignment 2	25%	continuous	LO2, LO6
Individual assignment	50%	continuous	LO3, LO7

## 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



## 20\_M1\_LI\_BM\_S2\_CCO\_ACC\_4841: COST ACCOUNTING AND MANAGEMENT CONTROL

NUMBER OF HOURS: 30 hours

SEMESTER: 2

INTERNATIONAL PROGRAMME: 4 ECTS

COURSE COORDINATOR + EMAIL: Claire GREVET - [claire.grevet@edhec.edu](mailto:claire.grevet@edhec.edu)

### COURSE OBJECTIVES

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

### LEARNING OUTCOMES

After having taken this course, participants are expected to understand:

the break-even analysis;

the basic characteristics and managerial role of key components of responsibility accountings systems, such as budgets, performance and variance reports;

the basic features of strategic management accounting.

More specifically, participants should be able to:

analyze differential costs in alternative choice decision making;

build up budgets, then initiate corrective actions by analyzing actual results versus budgeted data;

adapt basic performance evaluation system in order to align performance with strategy.

### 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	TOPIC
1	Introduction : Management accounting and the business environment – Cost terms and concepts
2	Cost Volume Profit analysis - Cost behaviour – Break-even point – Sales mix
3	Relevant costs and benefits for decision making - Four major uses of marginal analysis
4	Full costing – Traditional absorption approach – Activity-Based-Costing
5	Divisional financial performance measurement and reporting on segments ROI-Residual income-EVA
6	Profit planning and the role of budgeting Operating budgets – Cash budget – Budgeted income statement - Budgeted balance sheet
7	Variance analysis – Standard costs, Flexed budgets and variance analysis
8	Strategic management accounting – Illustration : the role of dashboards in performance management

### TEACHING & LEARNING METHODS

The course relies on active learning. It banished pure lectures and expects students to be individually and collectively engaged in the course. A typical subject topic is covered in 3 steps through divers teaching and learning methods:

**Step one – Prepare:** self-study through e-learning and/or slides or textbook, and self-assess your understanding through “check-helps”.

**Step two – Clarify and dig deeper:** in class discussion with the whole group through exercises, and with your team mates, through a case study that provides practical implementation of knowledge.

**Step three - Consolidate:** after the class, complete the remaining suggested exercises. Solution to exercises and cases will be provided on Blackboard after completion of the session by all the groups. It is your responsibility to go over the solutions to problems and ask for assistance if needed.

**ASSESSMENT METHODS**

Assessment type	% total mark	Duration	Learning outcome evaluated
Individual continuous assessment: <u>Quiz #1</u> : on-line, in class_ <u>Quiz #2</u> : sit paper exam	20% (2 x 10%)	<u>Quiz #1</u> : 35 minutes <u>Quiz #2</u> : 40 minutes	<u>Quiz #1</u> : sessions 2 & 3 <u>Quiz #2</u> : session 4
Group continuous assessment: In-class case studies - team work Two case studies (out of five) are graded	30% (2 x 15%)	Two to three hours	Topic of the involved session
Final Exam	50%	Two hours	All outcomes
Bonus	[0.25 – 2]	Instructors are allowed to grant up to 10 extra marks to individual students actively participating in most of the classroom discussions.	

**RECOMMENDED TEXTBOOK**

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

The textbook is supported by an online tutorial and assessment solution, MyAccountingLab. There exist two formats of this textbook, offline and online.

## 20\_M1\_LI\_BM\_S2\_CCO\_MGT\_647: LEGAL ENVIRONMENT & BUSINESS DECISION MAKING

NUMBER OF HOURS: 30

SEMESTER: 2

INTERNATIONAL PROGRAMME: 4 ECTS

COURSE COORDINATOR + MAIL: Christophe Collard – christophe.collard@edhec.edu

### COURSE OBJECTIVES

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

### LEARNING OUTCOMES

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

(LO1) The influence of legal environments on various key-issues for companies and the reasons why companies might choose a specific national legal environment in a multi-national and competitive globalised environment (“legal shopping”);

(LO2) The risk for companies to destroy value because of illegal decisions or poor legal management;

(LO2) The way companies can create value (or avoid value destruction) through an enhanced “legal intelligence”;

(LO3) The importance of compliance management and how it may be used/imposed to mitigate the consequences of huge corporate scandals and prevent their recurrence in the future.

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

(LO4) Demonstrate agility to integrate legal issues into business and strategic decisions;

(LO5) Build constructive and fruitful interactions with lawyers in order to create value.

### PREREQUISITES

Fundamental notions in law

Good understanding of the global economy issues

Basic notions in organisational studies

### COURSE CONTENT

SESSION	TOPIC
1	Introduction. Presentation of the course, its objectives, its content
2	Key concepts of law and legal environments for business. Rule of Law, Laws and Norms. Sources of Law. When and How is Law applied?
3, 4	Law and Globalization. Legal Fragmentation. Legal Shopping and Regulatory Competition Implications of Legal Shopping
5	Legal Shopping: attractiveness/avoidance of some legal systems Case studies based on real business life
6	Extraterritorial application of some laws Case studies based on real business life
7	International tax optimization – Tax avoidance – Tax ruling Case studies based on real life business
8	Value creation/destruction through the law Value creation and performance based on legal rules and/or wise use of the rules Value destruction because of illegal/illicit decisions, or decisions not very wise from a legal point of view
9	Key concepts of liability. Criminal & Civil liability Executive duties and liability for damages of the company
10	Criminal/civil/ corporate/managerial liability Case studies based on real business life
11	Value creation through the law Case studies based on real business life

12	Value destruction caused by the law Case studies based on real business life
13	Compliance Management. Reasons for compliance Instruments and measures. Effectiveness
14	Compliance Management Case studies based on real business life
15	Synthesis Case study
16	Concluding session: Roundtable with lawyers/in-house counsels to discuss topics of the course

#### TEACHING & LEARNING METHODS

In-class lectures  
Class discussions  
Case studies  
E-learning

#### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Students preparation for the case studies sessions (Written, Group) and in-class participation (Oral, Individual)	50%	continuous	All
Final Exam (Written, Individual)	50%	1,30h	LO 1, 2, 3, 4

#### READING

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

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

**NUMBER OF HOURS: 30**

**SEMESTER: 2**

**INTERNATIONAL PROGRAMME: 4 ECTS**

**COURSE COORDINATOR + MAIL: Mohamed-Hedi Charki - [mhc@edhec.edu](mailto:mhc@edhec.edu)**

### COURSE OBJECTIVES

Information Systems (IS) have become so important and ubiquitous to the extent that they are fundamental to the success of any business. They provide significant business opportunities for organizations but also present substantial challenges. The Management of Information Systems (MIS) course aims at endowing the students with unique capabilities to make sense of and solve MIS challenges that influence crucial business outcomes.

### LEARNING OUTCOMES

Upon successful completion of the course, the students should be able to acquire

Knowledge based content by

acquiring key IS vocabulary (LO1)

understanding the technical foundations of IS (LO2)

discovering the key steps associated with IT project management (LO3)

Competency based content by

using effectively business intelligence systems (LO4)

using effectively enterprise systems such as Enterprise Resource Planning (LO5)

developing effective business cases for IT investments projects (LO6)

### PREREQUISITES

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

### PEDAGOGY

The MIS course is based on a blended learning approach as all the learning objectives that are knowledge-based will be provided online and all the learning objectives that are competency-based will be obtained through on face-to-face interactions.

### COURSE CONTENT

The MIS course is designed in a way to answer key business problems that need to rely on IS in order to be solved

SESSION	TOPIC
1	Why shall I care about IS?
2	Introducing Information Systems
3	Is Cloud Computing good for my company?
4	Introducing IT Business Value
5	Does IS pay-off: the Business Value Question
6	Why IT project management is different?
7	Can we get around a runaway IT project?
8	Introducing Business Process Mapping
9	How should my organization (re)think its business processes?
10	Introducing Business Intelligence (BI)
11	When and how does BI work?
12	Playing with SAP Lumira
13	What ERP is about?
14	How should my company proceed to make the ERP system work?
15	What's in SAP ERP?
16	How to use effectively SAP ERP?

## TEACHING & LEARNING METHODS

The MIS course revolves around three key principles:

Students learn MIS as they leverage them to **solve critical business problems**

Students are **engaged** in the MIS course by systematically **working-out** their assignments and **contributing** to the class conversations

Students are **actors of their own learning** as they hold an active role in class

The course will use case discussion, teamwork, debates, quizzes and simulation as key learning methods. In order to have useful tips on the use of the case methods, please connect to the MIS group on Workplace (EDHEC Planet).

## ASSESSMENT METHODS

Please note that the individual engagement in class is as important as the final exam. For the teamwork, please note that two out of all the submissions will be selected randomly and will be graded.

Please note that we will calculate the average of the three best grades of the online tests.

ASSESSMENT	NATURE	% OF THE TOTAL MARK	DETAILS	DURATION	LEARNING EVALUATED	OUTCOME
1. Individual engagement in class	Individual work	20 %	Engagement during case sessions	All sessions	Develop a business discussion/debate where MIS is a critical part Work-out business problems through IS (LO1, LO2, LO3)	
2. Simulations (BPR, BI & ERP)	Team work	20%	Team Performance and team work	10 hours	Acquire an appropriate understanding of an IS systems (LO4, LO5)	
3. Online assessment	Individual work	10 %	Understanding of the MIS vocabulary	5 minutes per session	Acquire the basic learning based knowledge on MIS (LO1, LO2, LO3)	
4. Final exam	Individual work	50%	Overall individual assessment	2 hours	Aptitude to mobilize MIS knowledge to solve concrete business problems (LO2, LO6)	

## REFERENCE

Joseph S. Valacich and Christoph Schneider (2016), "Information Systems Today, Managing the Digital World", 7<sup>th</sup> Edition, Prentice Hall.

## **20\_M1\_LI\_BM\_S2\_CCO\_MGT\_4530: OPERATIONS MANAGEMENT**

**NUMBER OF HOURS: 15**

**SEMESTER: 2**

**INTERNATIONAL PROGRAMME – 1.5 ECTS**

**COURSE COORDINATOR + MAIL: CEDRIC VERBEECK ([CEDRIC.VERBEECK@EDHEC.EDU](mailto:CEDRIC.VERBEECK@EDHEC.EDU))**

### **COURSE OBJECTIVES**

Effective design and successful implementation of the Operation Management Strategy is key to the success of any organization. Flows of information and material must be managed from sources of supply through transformation into goods delivered through distribution systems or services provided to meet customer needs. The operations manager is responsible for planning, organizing, directing and controlling resources in order to meet the goals of an organization. The main purpose is to get the work done efficiently and effectively.

### **LEARNING OUTCOMES**

After having taken this course, participants will be able to/ are expected to know or understand:

Identify the resources necessary to deliver the goods and / or services of the firm (LO1)

Understand the linkages between Operations and the other functions to deliver value (LO2)

More specifically, participants should be able to:

Perform process mapping and assess the performance of processes (LO3).

Participants acquire practical experience in teamwork when designing processes and applying basic quantitative methods (LO5).

### **PREREQUISITES**

No prerequisites are required.

### **COURSE CONTENT**

SESSION N°	Topic
1 Online session (1h)	Operation Strategy: theory
2 Presential session (2h)	Operations strategy: case
3 Presential session (3h)	Product design and process design theory and case
4 Presential session (3h)	Service processes and capacity planning: theory and case
5 Online session (2h)	Quality management: theory
6 Presential session (1h)	Quality tools: case
7 Online session (1h)	Suppliers as a resource: theory
8 Presential session (2h)	Supplier Management case

### **TEACHING & LEARNING METHODS**

The course will use a variety of teaching and learning methods: online lectures, online quizzes, in-class discussions, cases, and online simulation.

### ASSESSMENT METHODS

Please note that there will be no final exam for Operations Management course.

ASSESSMENT	NATURE	% OF THE TOTAL MARK	DETAILS	DURATION	LEARNING OUTCOME EVALUATED
1. Case Studies	Group work	50%	Preparation of 4 case studies in team.	During session 2, 3, 4 and 8.	LO3 and LO4
2. Online Assessment	Individual work	50%	Online test available on BlackBoard.	20 minutes per online test.	LO1 and LO2

### READING

Reinventing E-Commerce: Amazon's Bet on Unmanned Vehicle Delivery, Russell Walker, Rafique Jiwani

The Ritz-Carlton Hotel Company: The Quest for Service Excellence, Nelson M. Fraiman, Linda V. Green, Aliza Heching, Garrett van Ryzin

VF Brands: Global Supply Chain Strategy, Gary P. Pisano, Pamela Adams



## 20\_M1\_LI\_BM\_CLA\_S2\_CCO\_MGT\_652: PROJECT MANAGEMENT

NUMBER OF HOURS: 15

SEMESTER: 2

INTERNATIONAL PROGRAMME: 1.5 ECTS

COURSE COORDINATOR + MAIL: 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 by focusing on project planning, resource allocation, and project control.

### LEARNING OUTCOMES

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

- Identify and analyze key subjects to successfully complete a project (LO 1).
- Develop a managerial perspective on the role of project management and its integration into overall business management (LO 2).

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

- Acquiring competencies in the tools, techniques, methods, and models for managing projects (LO 3).
- Evaluate the range, scope and complexity of opportunities and challenges related to project management (LO 4).

### PREREQUISITES

No prerequisites are required.

### COURSE CONTENT

SESSION	TOPIC
1	Introduction to Project Management
2	Project Scheduling
3	Resource Management
4	Risk Management
5	Project Termination

### TEACHING & LEARNING METHODS

The course will use a variety of teaching and e-learning methods: online lectures, online quizzes, and online simulation.

### ASSESSMENT METHODS

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
1. Simulation (group work)	50%	Five consecutive rounds on a simulation platform over a period of four weeks	LO3 & LO4
2. Online assessment (individual work)	50%	Two online tests of approximately 40 minutes each	LO1 & LO2

### READING

The readings for this course are digitalized in video format.

De Meyer, A., Loch, C.H., Pich, M.T. (2002). Managing Project Uncertainty: from variation to chaos. MIT Sloan Management Review, p. 60 – 67.

Belout, A., Gauvreau, C. (2004). Factors influencing project success: the impact of human resource management. *International Journal of Project Management*, 22, p. 1-11.

## 20\_BM\_LI\_BM\_S2\_CCO\_CCS\_1333: FAMILY BUSINESS

NUMBER OF HOURS: 30

SEMESTER: 2

INTERNATIONAL PROGRAMME – 8 ECTS

COURSE COORDINATOR + MAIL: Fabian BERNHARD (fabian.bernhard@edhec.edu)

### COURSE OBJECTIVES

Family-owned and -run businesses dominate in most economies. According to latest figures, 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 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. 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

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

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

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

3. Develop skills related to data gathering on family businesses, as well as critical and analytical thinking
4. Actively seek for and propose solutions to common family business challenges (competencies related to consulting family businesses), and have enhanced 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

SESSION	CONTENT
1	Course introduction, Definition and a Characteristics of a Family Business, Economic Relevance of Family Firms, Overview on Advantages and Disadvantages of Family Businesses, Examples of Specific Challenges
2	Family Businesses as Systems, Ownership/Family/Business, Identity, Attachment, Cohesion, Emotions
3	Management and Ownership Succession, Planning for the Transfer of Power, Specific Challenges and Problems in the Succession Process
4	Preservation of Entrepreneurship and Innovation over Generations
5	Effectiveness of boards, Designing of Family Governance, Family Council, Family Assembly, Family Constitution, Prevention of Conflicts between Family Members, Independent Directors in Family Firms

### 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

ASSESSMENT	% OF THE TOTAL MARK	DETAILS	DURATION	LEARNING OUTCOME EVALUATED
Continuous assessment	40%	Includes preparation, presentation, and individual participation + 1 QUIZ	During the course and guest speaker event	LO1& 2

Final project	60%	Final project: Developing a case study of a family business	Due by the end of course (submitted via URKUND)	LO 3 & 4
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#### READINGS

- 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.

## 20\_M1\_LI\_BM\_S2\_LVX\_LV2\_ALL\_3606: ALLEMAND

NUMBER OF HOURS: 15

SEMESTER 2

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: Monika GEBHART (monika.gebhart@edhec.edu)

### OBJECTIFS DU COURS

Vertiefung der allgemeinen Deutschkenntnisse  
 Verbesserung der praktischen Kommunikationsfähigkeiten  
 Erweiterung wirtschaftsbezogenen Wortschatzes und wirtschaftsbezogener Themen

### OBJECTIFS D'APPRENTISSAGE

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

Professionelles Telefonieren  
 Marketing  
 Messen

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

Professionell telefonieren können  
 Einen Marketingmix und –kampagnen für den deutschen Markt gestalten können  
 Events planen und organisieren können  
 Messenbeteiligungen effizient betreuen können

### PRÉREQUIS

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

### CONTENU DU COURS

SESSION	TOPIC
1-3	Telefonieren (Fachvokabular - Hörverstehen – Rollenspiele)
3-6	Marketing (Marketing-Mix, Werbung, Fallstudien)
7-8	Messen (AUMA, Messeziele von Ausstellern, Fallbeispiele)
9-10	Mündliche und schriftliche Prüfung

### MÉTHODES PÉDAGOGIQUES

Fallstudien, Einzel- und Gruppenarbeit, Hör- und Leseverstehen, Schriftliche Arbeiten, Mündliche Präsentationen, Internetrecherchen

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	1 Stunde schriftliche Prüfung + 15-20 Minuten/Gruppe mündliche Prüfung	Vérification du degré d'acquisition du vocabulaire thématique du semestre

### LECTURE

Kursbuch (Poly) und Blackboardkurs

## **20\_M1\_LI\_BM\_S2\_LVX\_LV2\_ARA\_3611: ARABE**

**NBHEURES : 15**

**SEMESTRE : 2**

**PROGRAMME INTERNATIONAL : 2 ECTS**

**RESPONSABLE DU COURS** Bachir DAHMANI Ph-D, [Bachir.dahmani@edhec.edu](mailto:Bachir.dahmani@edhec.edu)

### **OBJECTIFS DU COURS**

Consolider et accroître les compétences en langue arabe, aussi bien en lecture qu'à l'écriture.

### **OBJECTIFS D'APPRENTISSAGE**

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

- Bien maîtriser certaines difficultés notamment les temps verbaux.
- Analyser des textes en pratiquant la langue moderne

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

- Tenir une conversation en arabe moderne.
- De bien maîtriser le lexique moderne

### **PRÉREQUIS**

Prendre en compte les connaissances antérieures des élèves pour intégrer progressivement de nouvelles informations et de nouvelles compétences.

### **CONTENU DU COURS**

SESSION N°	SUJET
1	Syntaxe
2	Correction de l'exercice
3	L'Elatif, la phrase conditionnelle
4	PDL
5	Les propositions relatives.
6	PDL
7	Grammaire et Morphologie Les formes dérivées
8	Correction de l'exercice
9	Les méthodes de la traduction
10	CC

### **MÉTHODES PÉDAGOGIQUES**

Les méthodes pédagogiques sont nombreuses et variées pour transmettre un savoir. Celles que nous adoptons dans notre travail sont les suivantes :

Méthode démonstrative ;

Méthode active ou de découverte.

### **MÉTHODES D'ÉVALUATION**

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit –DST1h00-40%, 1 oral 40%, participation 20%)		

## LECTURE

- HAJJAR, J.-N. *Traité de traduction*. Beyrouth: Dār al-Mašriq, 1972.
- HECHAIME, C. *La Traduction par les textes*. 3<sup>ème</sup>éd. Beyrouth :Dār al-Mašriq, 2002.
- MATAR, A. *La Traduction pratique*. 9<sup>ème</sup>éd. Beyrouth :Dār al-Mašriq, 2003.
- MATAR, A. *Exercices d'Application de la Traduction Pratique*. Beyrouth: Dār al-Mašriq, 1986.
- REIG, D. *La Conjugaison arabe*. Paris : Maisonneuve & Larose, 1983.
- REIG, D. *As-Sabīl*. (dictionnaire arabe-français/ français-arabe), Paris : Larousse, 1986. REIG, D.
- النحو الواضح
- النحو الوافي

## 20\_M1\_LI\_BM\_S2\_LVX\_LV2\_ESP\_3608 :ESPAGNOLLV2

NUMBER OF HOURS: 15

SEMESTER 2

INTERNATIONAL PROGRAMME - 2 ECTS

COURSE COORDINATOR: Maguiña RAMILO ( [maguina.ramilo@edhec.com](mailto:maguina.ramilo@edhec.com) )

### OBJECTIFS DU COURS

Confrontar al estudiante al lenguaje del mundo de la empresa y la interacción entre ésta y sus clientes. Adquirir el vocabulario y las capacidades lingüísticas necesarias para negociar en un entorno intercultural. Aprender a conocer el IBEX 35 e invertir en la bolsa de Madrid.

Trabajar sobre la actualidad y tener una reflexión pertinente.

### OBJECTIFS D'APPRENTISSAGE

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

Entender las negociaciones en el mundo laboral en España y América Latina

Conocer las particularidades de las reuniones de trabajo y poder participar

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

Negociar en un entorno multicultural conociendo en particular el funcionamiento de la actualidad empresarial en España y América Latina

Analizar el funcionamiento de las finanzas y en particular la bolsa de Madrid

### PRÉREQUIS

Nivel B2

### CONTENU DU COURS

SESSION	TOPIC
1	Presentación del programa, resumen del año 2019
2	Panorama político, económico y social de España, perspectivas para 2020,
3	Negociación Intercultural 1
4	Negociación Intercultural 2
5	Examen Oral
6	Examen Oral
7	El futuro de las empresas y las empresas del futuro
8	La bolsa
9	Examen escrito
10	Defensa de la inversión bursátil

### MÉTHODES PÉDAGOGIQUES

Se planteará un curso estructurado en sesiones relacionadas entre sí, tanto en el plano de los conocimientos económicos como en el de lingüísticos.

Se tratará en las clases con la misma intensidad la lengua oral y escrita, la comprensión y la expresión, la creación y la comunicación.

El planteamiento de la clase será interactivo, mezclando trabajo sobre documentos escritos y audiovisuales, individual y en grupo, debates, presentaciones orales...

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Evaluación Continua	100%	1 examen escrito 40%	Comprensión oral, comprensión escrita y expresión escrita
		1 examen oral 40%	Expresión oral
		Participación +elearning 20%	Expresión oral, elearning



## LECTURE

Los estudiantes recibirán al principio del semestre un manual creado espacialement para ellos.  
También recibirán un acompañamiento elearning específico en Blackboard.

## **20\_M1\_LI\_BM\_S2\_LVX\_LV2\_HEB\_3612: HÉBREU**

**NUMBER OF HOURS: 15**

**SEMESTER 2**

**INTERNATIONAL PROGRAMME - 2 ECTS**

**COURSE COORDINATOR: Ilanit BEN-DOR DERIMIAN**

### **COURSE OBJECTIVES**

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

### **LEARNING OUTCOMES**

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

### **PREREQUISITES**

Good practice in oral and written expression.

### **COURSE CONTENT**

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

For example:

SESSION	TOPIC
1-2	Economy, vocabulary on economic terms, History of economy in Israel
3-5	The hi-Tech and the history of Tel-Aviv city, vocabulary on hi-tech, grammar (prepositions, comparison sentences, conjugation of defective verbs)
6-7	History, architecture and government institutions in Jerusalem, the electoral system in Israel, grammar (complex phrases, subordinate clauses, gerunds)
8	Oral presentation, test
10-11	Actuality, news, vocabulary of newspapers, passive verbs
12-13	The geography of Israel : Negev, Dead sea, grammar (conditional, future, imperative)
14	Oral presentation, test

### **TEACHING & LEARNING METHODS**

From different teaching materials:  
Systematical approach of the vocabulary learnt in the texts;  
Learning of the fundamental language structures;  
Reading comprehension (reading texts);  
Listening comprehension (general understanding of audio-visual documents);  
Written and oral expression.

**ASSESSMENT METHODS**

ASSESSMENT TYPE	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Continuous Assessment	100% (1 written 40%, 1 oral 40%, participation 20%)		

**READINGS**

Manuel d'hébreu (niveau avancé) – Sonia Barzilai et Mireille Hadas-Lebel, Ed L'Asiathèque  
Pratique de l'hébreu : niveau intermédiaire et avancé. Shifra Jacquet-Svioni, Ed L'Asiathèque  
Hebrew from scratch, part 2 - Shlomit Chayat, Sara Israeli, Hilla Kobliner, Ed Academon Press  
Grammaire de l'hébreu – B. DONNET-GUEZ, Ed VéraPax

## 20\_M1\_LI\_BM\_S2\_LVX\_LV2\_ITA\_3609: ITALIEN

NB HEURES : 15

SEMESTRE : 2

PROGRAMME INTERNATIONAL : 2 ECTS

RESPONSABLE DU COURS + ADRESSE EMAIL : Luisiana Naso / [luisiana.crispino@wanadoo.fr](mailto:luisiana.crispino@wanadoo.fr)

### OBJECTIFS DU COURS

Lingua degli affari 3

Situare l'Italia nel contesto internazionale: analisi dei principali settori dell'economia italiana. Che cos'è il made in Italy? Il management all'italiana. Imparare l'arte di negoziare con gli italiani

### OBJECTIFS D'APPRENTISSAGE

Al termine di questi corsi, gli studenti saranno in grado di:

Sapere qual è il ruolo dell'Italia nel contesto internazionale

Consolidare le loro conoscenze dell'economia italiana

Negoziare con gli italiani

Perfezionare l'espressione orale

Essere al corrente dell'attualità italiana

### PRÉREQUIS

Livello B2

### CONTENU DU COURS

SESSION	TOPIC
1	Che cos'è il Made in Italy ?
2	L'industria agroalimentare e l'esportazione
3	Discussione sul video di Saviano (la contraffazione nel settore tessile)
4	Il management italiano: differenze tra il nord ed il sud dell'Italia
5	Confronto con i manager tedeschi e francesi. Come negoziare con gli italiani?
6	Esempi di manager di successo. Le scelte di Alessandro Benetton
7	Gioco di ruolo 1. Tema : L'occupabilità delle donne e dei giovani oggi (4 personaggi).
8	Gioco di ruolo 2. Tema: Riunione al centro di accoglienza di Lampedusa (4 personaggi)
9	Compito in classe (1,5h) Gioco di ruolo 3. Tema: Lo sviluppo sostenibile (4 personaggi)
10	Gioco di ruolo 4. Tema: Il bullismo (4 personaggi)

### MÉTHODES PÉDAGOGIQUES

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

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF ÉVALUÉ	D'APPRENTISSAGE
Contrôle Continu	100%	1h30  10 min	Comprensione scritta, espressione scritta	Espressione orale, Comprensione orale
	(1 Ecrit/ Domande/Vocabolario 40%			
	1 Oral/Gioco di ruolo/Attualità 40%			
	Participation 20%)		Presenza e partecipazione attiva ai corsi	

### LECTURE

*Lecture obligatoire:* La stampa italiana : L'Espansione, L'Espresso, ItaliaOggi, La Repubblica

## 20\_M1\_LI\_BM\_CLA\_S2\_LVX\_LV2\_CHI\_3614: CHINOIS

NB HEURES : 15

SEMESTRE 2

PROGRAMME INTERNATIONAL - 2 ECTS

RESPONSABLE DU COURS : Alice ZHANG (alice.zhang@edhec.edu)

### OBJECTIFS DU COURS

Développer les techniques d'amélioration et de perfectionnement de la communication dans un environnement chinois.

Développer une auto-connaissance personnelle.

### OBJECTIFS D'APPRENTISSAGE

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

- Compréhension de la langue chinoise courante à l'oral et l'écrit.
- Développer la capacité à s'exprimer en chinois.
- Développer la compréhension et l'expression orale dans des structures de vie quotidienne et professionnelle.

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

- Utilisation courante de la langue :
- Bonne compréhension écrite et orale.
- Aisance dans l'expression écrite et orale.

### PRÉREQUIS

Niveau HSK 3 ou équivalent.

### CONTENU DU COURS

SESSION	TOPIC
1	Buy the right, not the expensive
2	Buy the right, not the expensive
3	The higher the price, the better the quality
4	The higher the price, the better the quality
5	The best doctor is yourself
6	The best doctor is yourself
7	Contrôle écrit
8	Beauty is not rare in life
9	Beauty is not rare in life
10	Présentation orale

### MÉTHODES PÉDAGOGIQUES

Cours standard interactif

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100%		
	(1 écrit 40%, 1 oral 40%, participation 20%)		
	écrit	2h	Grammaire et vocabulaire
	oral	15minutes	Présentation oral
	participation	10 séances	

### LECTURE

HSK 3,4,5

## **20\_M1\_LI\_BM\_CLA\_S2\_LVX\_LV2\_POR\_3610: PORTUGAIS**

**NB HEURES : 15**

**SEMESTRE 2**

**PROGRAMME INTERNATIONAL - 2 ECTS**

**RESPONSABLE DU COURS : Anita HARRES-DAUSQUE (anitaharres@gmail.com)**

### **OBJECTIFS DU COURS**

En plein essor socio-économique, le Brésil est devenu une puissance et a pris une position de leadership sur la scène mondiale en attirant des investissements, personnes et entreprises étrangers qui y voient des nouvelles opportunités d'affaires.

L'apprentissage de la langue et de la culture brésilienne est un défi à tout étranger voulant y faire des affaires ou s'y installer, ainsi que pour les étudiants souhaitant faire un échange ou stage sur place. Le cours de langue portugaise, qui est également axé sur la culture brésilienne, a comme but principal la communication avec les natifs, non seulement par la connaissance de langue mais aussi les us et coutumes du pays.

### **OBJECTIFS D'APPRENTISSAGE**

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

Comprendre dans le détail des textes longs et complexes dans le domaine de la vie sociale, du travail ou universitaire avec l'utilisation éventuelle d'un dictionnaire ;

Suivre une intervention longue sur des sujets abstraits ou complexes, même hors de son domaine ; Comprendre avec aisance et finesse une émission radiodiffusée, télévisée, un film et reconnaître l'implicite ;

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

Faire une présentation sur un sujet complexe et parvenir à une conclusion appropriée ; s'exprimer avec aisance et sans effort ;

Suivre et participer avec aisance à une discussion ;

Écrire des textes bien structurés, prendre des notes détaillées, résumer des textes longs et difficiles ; maintenir un excellent degré de correction grammaticale.

### **PRÉREQUIS**

Aucun.

### **CONTENU DU COURS**

<b>SESSION</b>	<b>TOPIC</b>
1	Les nuances de la langue et le langage culturel. Un survol sur les clichés, la pensée, la manière d'être et la culture des affaires au Brésil.
2	Comment mener à bien une négociation internationale : du conflit à la coopération, en passant par l'éthique et l'observation des règles locales. Les contrats internationaux. Présentation, débat, conclusions. Étude de cas pratiques de négociations internationales avec le Brésil, présentation, jeux de rôles.
3	Textes économiques : présentation des grandes et moyennes entreprises brésiliennes. Introduction des temps composés.
4	Activité sur l'organisationnel d'une entreprise, case study, élaboration de solutions
5	Simulation d'une présentation des solutions proposées au client
6	Introduction au Marketing. Points de vue, le marché brésilien. Spécificités locales et régionales.
7	Le consommateur, étude de cas pratiques. Exemples sur quelques entreprises et leurs stratégies et choix sur le marché.
8	Présentation complétée par vidéos de ressources humaines. Le marché du travail au Brésil, les opportunités, les grandes entreprises qui recrutent.
9	Réalisation d'un serious game sur la gestion de projets en méthode agile
10	Rapport et présentation des solutions qui ont été trouvées pour l'activité de gestion de projets

### MÉTHODES PÉDAGOGIQUES

Activités de compréhension de différents types de discours oraux à partir de documents authentiques vidéo et audio, Activités d'expression orale en différents contextes : exposés, débats, entretiens d'embauche...

Lecture et réflexion sur des thèmes variés : société, affaires, marketing, politique, environnement... Production de documents, résumés, analyse et synthèse de textes.

### MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	Continu	1 à 10

### LECTURE

Lectures recommandées :

1-E.P.U. Novo Avenida Brasil 1 – Curso Básico de Português para Estrangeiros. Editora Pedagógica e Universitária

2-De Ponce, Arumi. Burim, Silvia. Florissi, Susanna. 2006. Panorama Brasil – Ensino do Português do Mundo dos Negócios. Editora Galpão.

## **20\_M1\_LI\_BM\_CLA\_S2\_LVX\_LV2\_RUS\_3607: RUSSE**

**NB HEURES : 15**

**SEMESTRE 2**

**PROGRAMME INTERNATIONAL - 2 ECTS**

**RESPONSABLE DU COURS : MULIER Vita, vitamulier59@gmail.com**

### **OBJECTIFS DU COURS**

Approfondir les connaissances du russe, notamment du russe des affaires ;  
Développer les aptitudes à la communication ;  
Comprendre la Russie contemporaine économique, sociétale et culturelle.

### **OBJECTIFS D'APPRENTISSAGE**

L'étudiant doit pouvoir comprendre et utiliser le russe des affaires

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

Connaître le vocabulaire des affaires

Comprendre et traduire des sujets socio-économiques en russe

Comprendre l'information des sites Internet en russe

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

utiliser le vocabulaire des affaires appris dans un nouveau contexte (marché, fonctionnement d'entreprises)

présenter un exposé de dix minutes en russe, répondre aux questions

faire un résumé cohérent d'un article (oral et écrit)

faire la synthèse des documents et pouvoir analyser des revues de presse portant sur l'économie russe et ses spécificités et sur la Russie dans le monde contemporain.

### **PRÉREQUIS**

La maîtrise du russe des affaires (niveau B1/B2 ou plus)

Notion de la géopolitique et du monde économique russe contemporain.

### **CONTENU DU COURS**

SESSION	TOPIC
1-2	Développement de la langue russe dans le monde dans une situation de conflit ; Les Russes et le processus de l'émigration actuelle
3-4	Communication orale professionnelle
5-6	Exposés
7-8	Les problèmes de l'entreprise et les stratégies possibles
9	Présenter ses projets de stage pour l'année suivante Evaluation orale
10	Evaluation écrite

### **MÉTHODES PÉDAGOGIQUES**

Ce cours sera enseigné à travers plusieurs méthodes pédagogiques :

CM et TD sous forme d'exercices d'expression et de compréhension orales (discussions en classe) et d'exercices d'expression écrite (résumés) et de compréhension orale (sujets vidéos) et écrite (textes) en travail autonome

Analyse des textes (écrite et orale)

Travail en groupe pour les exercices oraux (questions-réponses, discussions)

Travail sur Internet en cyrillique (étude des sites spécialisés)



## MÉTHODES D'ÉVALUATION

ÉVALUATION TYPE	% DU TOTAL DE LA NOTE	DURÉE	OBJECTIF D'APPRENTISSAGE ÉVALUÉ
Contrôle Continu	100% (1 écrit 40%, 1 oral 40%, participation 20%)	Ecrit : 1h00 Oral : 30 mins	Ecrit : Compréhension et application du nouveau vocabulaire et des nouveaux acquis Oral : Résumés des textes étudiés : compréhension, connaissance, application du vocabulaire et analyse de la situation. Exposé sur une entreprise Présence, Participation régulière en cours, devoirs rendus après chaque séance

## LECTURE

Bibliographie : les extraits étudiés font partie des lectures obligatoires, le reste, des lectures recommandées :

1. L. Klobukova (réd.), *Russkij jazyk dlja èkonomistov*, Moscou, Russkij Jazyk, Kursy, 2012, 160 p. (extraits)
2. S. Derjagina (réd.), *V gazetah pišut*, Moscou, Russkij Jazyk, Kursy, 2012, 280 p. (extraits)
3. Sites Internet en russe sur les actualités en Russie et dans le monde: lenta.ru, bfm.ru, snob.ru, <http://www.bbc.com/russian>, inopressa.ru ...
4. Sites Internet en russe des grandes entreprises multinationales installées en Russie : auchan.ru, decathlon.ru, loreal.ru, lafarge.ru, <https://www.rosbank.ru/ru/> ...
5. Articles de presse en russe et en français sur la Russie, hors Internet : magazines *Den'gi*, *Kar'era* ; journal *Le courrier de Russie*.
6. Cercle Kondratieff, *Réussir vos négociations en Russie*, Editions Afnor, 2014, 196 p.

## **20\_M1\_LI\_BM\_S2\_LVX\_LV2\_JAP\_3613: JAPONAIS**

**NUMBER OF HOURS: 15**

**SEMESTER 2**

**INTERNATIONAL PROGRAMME - 2 ECTS**

**COURSE COORDINATOR: Aki KIUCHI (aki.kiuchi@edhec.edu)**

### **COURSE OBJECTIVES**

Acquiring a competence to understand ordinary conversation and express oneself in a simple way. The gastronomic culture and the agri-food industry occupy an important place in France and Japan. This course will also approach this subject on a daily and domestic scale.

### **LEARNING OUTCOMES**

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

Essential points of ordinary conversations about restaurants, food

Ingredients and recipes

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

Talk about their favorite dishes and describe them

Write about ingredients and recipes in a simple way

### **PREREQUISITES**

Japanese corresponding to the JLTP (Japanese-Language Proficiency Test) N4 or CEFR (Common European Framework of Reference for Languages) A2/B1. Writing and reading hiragana, katakana and basic kanji.

### **COURSE CONTENT**

<b>SESSION</b>	<b>TOPIC</b>
1-3	New year's calligraphy ; 1. The fish is particularly good here ; 2. Okonomiyaki flour is...
4	Mid-term assessment ; 3. You should definitely try it
5-7	4. Using potatoes is the key ; 5. How to make Simple Sukiyaki
8	Final test : presentation

### **TEACHING & LEARNING METHODS**

CM: Textbook : *Marugoto* まるごと中級1 ( B1 ) . Topic 2 : Food I recommend

Official site : <https://www.marugoto.org/en/>

ASSESSMENT METHODS			
NATURE OF ASSESSMENT	% OF THE TOTAL MARK	DURATION	LEARNING OUTCOME EVALUATED
Continuous Assessment	100% including:		
Writing (test)	10%	20-30 min.	A small test to check the acquisition of vocabulary, kanji and grammar
Writing (composition)	30%	Devoir	Expressing in writing, using learned kanji, one's opinion on what he/she would like to register to the World Heritage and arguing.
Oral (discussion or question/answer)	20%	10 min. per person	Presenting a (original or familial) recipe with ingredients and steps. Participate in the interaction.
Oral (presentation)	20%	10 min. per person	An individual oral presentation about a favourite dish. Expressing one's opinion and arguing. Participating in interaction among students after each presentation.
Participation	20%	In class	Presence and involvement in course. Asking questions; handing in homework; participating to conversation exercises

#### READING

Through the textbook and handouts.