

Number of ECTS credits : 3
Course language : English
Course leader : KAPITSKAIA OLGA
Speakers : MCDONAGH PAUL MURRELL

≡ COURSE DESCRIPTION

The Business Simulation module will allow participants to apply their theoretical knowledge in simulated business situations which are dynamic and evolve over time giving a depiction of the real considerations a company and its executives face.

≡ COURSE OBJECTIVES

- To allow participants to experience the challenges of decision making in diverse teams, building a startup company in a demanding competitive environment, including financial, human resource, strategic and other decisions in an interactive learning process.
- To provide the opportunity for students to learn about the challenges of managing resources sustainably in a common but personalized setting with real-life dynamics.

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 0 - Niv. 0 - NC
C4B learning goal	LG2 - Action
C4B learning objective	LO5 - Evaluate, prevent and manage short, medium and long-term risks
Outcomes	Lev. 0 - NC
C4B learning goal	LG4 - CSR
C4B learning objective	LO10 - Identify and understand stakeholder interests
Outcomes	Lev. 0 - NC
C4B learning goal	LG4 - CSR
C4B learning objective	LO12 - Take a decision from economic, social and environmental perspectives
Outcomes	Lev. 0 - NC
C4B learning goal	LG5 - Cooperation
C4B learning objective	LO14 - Work effectively in a team
Outcomes	Lev. 0 - NC

≡ TACKLED CONCEPTS

Start-up, Entrepreneurship, Finance, Human Resources Management and Compensation, Market Strategy, Product Management, Collaboration and Decision Making

≡ LEARNING METHODS

Simulation

Students will work on simulation which will develop their critical thinking skills on contemporary business issues. In this real-time web-based simulation, participants play the role of the founder of a new start-up company in an exciting, evolving and competitive industry sector each time. Can you develop your technology into a successful company? Each quarter you must set prices, decide how many engineers and sales people to hire, and set compensation, including salary, stock, options and profit sharing. Will you pitch your firm to venture capitalists or bootstrap and remain 100% employee owned? Will you win customers and become cash flow positive before you run out of funds? Will you succeed and take your firm public? The simulation develops over multiple periods showing the dynamics of competition and the market dynamics that a real company face including external macroeconomic factors. All these points of interest could be tailored to the minute detail of the simulation.

≡ EXPECTED WORK AND EVALUATION

Assigned Simulation Work and Readings

≡ BIBLIOGRAPHY

1. Welch, I., 2008, "Corporate Finance: An Introduction", Pearson Education:London
2. What is Corporate Finance?, Stern Business School, New York University, available online on http://pages.stern.nyu.edu/~adamodar/New_Home_Page/background/cfin.htm
3. Noe, R., Hollenbeck, J., Gerhart B. and P. Wright, 2015, "Fundamentals of Human Resource Management", McGraw-Hill:NY
4. Madu, C.N and C-H Kuei, 2012, "Handbook of Sustainability Management", World Scientific Europe: London

≡ EVALUATION METHODS

60 % : Simulation

40 % : Presentation

≡ SESSIONS

1

Quick Introduction to Finance and HR and Introduction to the Entrepreneurial Simulation

SIMULATION/ SERIOUS GAMES : 06h00

Introduction of some introductory and managerial terms and concepts, discussion of the setting and content of the first simulation

2

Competing in the Entrepreneurial Simulation, Conclusion on Key Takeaways

SIMULATION/ SERIOUS GAMES : 06h00

conduct of the first simulation (in 2-3 different trials with different real-life settings), discussion of the results in classroom

3

Introduction to Resource Management Simulation and Competing in Resource Management Simulation

SIMULATION/ SERIOUS GAMES : 06h00

discussion of the setting and content of the second simulation, conduct of the second simulation (in 2-3 different trials with different real-life settings)

4

Conclusion on Key Takeaways, General Conclusions and Feedback

SIMULATION/ SERIOUS GAMES : 06h00

discussion of the results of the second simulation in classroom, discussion about what was learned during the course, feedback from the students

Number of ECTS credits : 3

Course language : English

Course leader : RANDERSON KATHLEEN

Speakers : RANDERSON KATHLEEN

≡ COURSE DESCRIPTION

The course is a 360 systemic explanation of corporate entrepreneurship, structured around:

- Purpose: WHY organizations need to develop and maintain entrepreneurial behaviors
- People: WHO in the organization should undertake such initiatives, how to manage these individuals, organizational culture conducive to transformation through corporate entrepreneurship
- Processes: HOW these initiatives can be structured
- Perspectives: WHICH entrepreneurial behaviors can be enacted
- Places: WHERE in the organization these initiatives can be located

We will then link this 5P framework to associated outcomes such as innovation, lean start-up, business model, organizational change, and internationalization.

≡ COURSE OBJECTIVES

After following this course, students will be able to:

- diagnose the organization's capacity to change through CE
- design CE processes, management systems to support CE
- adopt an entrepreneurial behavior in the organizational setting

They will tackle the concepts of Entrepreneurial behavior, strategic orientation, organization culture, management system, among others,

CORPORATE ENTREPRENEURSHIP & INNOVATION BOOTCAMP

May 11 – 15, 2020

AGENDA

Monday morning : Introduction

9:00 – 9:45: Ice breaker, present groups

[<https://eu.bbcollab.com/guest/8e01cbd2c7564f0e87ff28daf41df3e6>]

9:45 – 11:30: meet team, view/discuss video, choose firm to audit

[<https://eu.bbcollab.com/guest/eb4a510127cc4dbc95296362485c2c2a>]

11:30 – 12:00: Q&A with Pr. Randerson

[<https://eu.bbcollab.com/guest/9e47191fcc994d89a8cb4d9e7354da47>]

Monday afternoon : Purpose

13:00 – 15:00: View videos; reverse engineer 5 innovations of your organization

15:00 – 15:45: Q&A with Pr. Randerson

BEFORE 8:00 pm:

- Post your innovations on the dedicated discussion board in BB (group)
- Post your analysis of how the covid crisis will influence CE (individual)

Tuesday morning : People (1)

View videos, read documents, visit websites (Course material/BB).

BEFORE 13:00: Comment on each other's posts (individual and group)

Tuesday afternoon : People (2)

13:00 – 15:30: Work in teams to analyze the actors of CE in your organization

15:30 – 16:00: Q&A with Pr. Randerson

Poll: do you see yourself as an « Intrapreneur »?

For fun: create a profile in Heineken, take the test: what type are you?

Wednesday morning : Places and Processes

9:00 – 11:30: view video of Pr. Randerson and others (Course content / BB)

11:30 – 12:00: Q&A with Pr. Randerson

Wednesday afternoon : Perspectives

13:00 – 15:30:

- View video Pr. Randerson and others (Course content / BB)
- Groupwork on audit

BEFORE 8:00 PM

- Give your personal view on effectuation/causation (individual) on discussion board (with real life experiences/examples)

Thursday morning : pulling everything together

9:00 – 12:00

- Group work and coaching by Pr. Randerson to develop the CE model of your organization, start working on the audit and formulation of recommendations
- How will the covid crisis affect their organization?
- How can the organization leverage on its CE model to be « greener » for after covid?

Group 1 9:00 – 9:30

Group 3 10:00 – 10:30

Group 5 11:00 – 11:30

Group 2 9:30 – 10:00

Group 4 10:30 – 11:00

Group 6 11:30 – 12:00

Thursday afternoon: guest speaker!

14:30 – 15:30: Alexis ANGOT (<https://www.linkedin.com/in/alexisangot/>), co-founder of Ynsect (<http://www.ynsect.com/en/>) and former Corporate Entrepreneur

Finish your audit, prepare PPT presentation for Friday morning

Friday, May 22nd morning : final presentations and wrap-up

9:00 – 12:00: final presentations

Group 4	9:00 – 9:30
Group 3	10:00 – 10:30
Group 5	11:00 – 11:30
Group 6	9:30 – 10:00
Group 2	10:30 – 11:00
Group 1	11:30 – 12:00

≡ TACKLED CONCEPTS

Entrepreneurial behavior, strategic orientation, organization culture, management system, organizational configurations

≡ LEARNING METHODS

The course is designed to be very learner centered, based on presentations, case analyses, videos, role plays, group works.

≡ EXPECTED WORK AND EVALUATION

Presentations (group) and final exam (individual)

≡ BIBLIOGRAPHY

Bouchard, V., Fayolle, A. (2017). *Corporate entrepreneurship*. Routledge.

Cope, J., Kempster, S., & Parry, K. (2011). Exploring Distributed Leadership in the Small Business Context. *International Journal of Management Reviews*, 13(3), 270–285. <https://doi-org.audenciagroup.idm.oclc.org/10.1111/j.1468-2370.2011.00307.x>

Kuratko, D-F. (2017). *Entrepreneurship : theory, process, practice*. (11rd ed.). Cengage.

Sarasvathy, S. D. (2001). *Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency*. *The Academy of Management Review*, 26(2), 243–263.

Randerson, K. (2016). Entrepreneurial Orientation: do we actually know as much as we think we do? *Entrepreneurship and Regional Development*, 28(7–8), 580–600. <https://doi-org.audenciagroup.idm.oclc.org/10.1080/08985626.2016.1221230>

Randerson, K., Degeorge, J. M., & Fayolle, A. (2016). *Entrepreneurial opportunities: how do cognitive styles and logics of action fit in?*. *International Journal of Entrepreneurship and Small Business*, 27(1), 19-39.

ZAHRRA, S., Randerson, K., & Fayolle, A. (2013). *Corporate Entrepreneurship : Where are we? Where can we go from here?* *M@n@gement*, 357–432.

List to be completed

≡ EVALUATION METHODS

50 % : Continuous Assessment

50 % : Group Presentation

Number of ECTS credits : 3

Course language : English

Course leader : KAPITSKAIA OLGA

Speakers : MELO PIMENTEL Bernardo , SHYMKO YULIYA

≡ COURSE DESCRIPTION

This course examines how organizations expand their operations to international markets to grow their businesses and/or make them more competitive. Specifically, an appreciation for the analytical process underlying international market choice, market entry, sourcing, and organizational structure is developed. In addition, skills in structuring and negotiating partnership relationships are practised.

≡ COURSE OBJECTIVES

- To develop an appreciation for and skills in addressing the integrated issues faced in growing and managing your business through international market expansion.
- To provide a decision-making framework to assist managers in addressing international business issues such as market opportunity assessment and selection, market entry mode and strategy, structuring and managing joint venture and alliance relationships, and ongoing management of global operations.
- To develop skills in structuring and negotiating business relationships with public and private sector stakeholders in an international context.

≡ LEARNING OBJECTIVES

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 3 - Support and argue new proposals in a context where they were not envisaged
C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO7 - Identify needs and draw up an appropriate offer
Outcomes	Lev. 3 - Construct and formulate a new offer
C4B learning goal	LG4 - CSR
C4B learning objective	LO10 - Identify and understand stakeholder interests
Outcomes	Lev. 3 - Design one's project including its stakeholder interests

≡ TACKLED CONCEPTS

Internationalization process, international strategy, market selection, sourcing, modes of entry, localization and integration, deal structuring and management, and managing international operations.

≡ LEARNING METHODS

The course methodology is anchored in class discussions, augmented by international business case/industry analysis, and a simulation exercise.

≡ EXPECTED WORK AND EVALUATION

Description of Key Deliverables

1. International Business Simulation (Group) – 20%

This assignment assesses the fulfilment of learning objectives LO4, LO7 and LO10 .

The international business simulation has three evaluative components – a preliminary strategy position, the negotiated agreement, and a briefing presentation on your strategic intentions going into the negotiations, the value of the actual deals negotiated, and lessons learned. More details will be provided in class.

2. Foreign Market Opportunity Assessment Project (Group) – 30%

This deliverable assesses learning objectives LO7 & LO10.

- Your group will select a country and prepare a presentation on the following
- Business Environment Analysis - an overview of the country's macro business environment (political, economic, social-cultural, legal and physical factors) and its implications for doing business there
- Market Intelligence Report – the country's current business activity (e.g., current trade and investment activity, domestic market activity, and multinational presence)
- Identification of a specific Market Entry and/or Sourcing Opportunity for a company of your choice.
- Recommendation as to how that company best pursue the opportunity identified
- Your group will combine these elements to prepare a poster presentation during our final class on Friday.

Think pitching senior management of the company that you selected on why and how they should enter the foreign market that you selected.

3.Foreign Market Entry strategy Review (Individual) – 30% . This assignment addresses Learning Objective LO4 & LO7. Identify a product or service that has recently been introduced to a foreign market that you are familiar with and evaluate its potential for success. Specifically address its fit with market conditions and requirements, the extent to which the market entry strategy has been adapted or newly created for the market, and whether you feel it will be a success or failure. Prepare a management report of no longer than 3 pages plus exhibits.

1. **Participation (Individual) – 20%** Classes will be highly interactive and you will be expected to contribute to everyone's learning by adding valuable comments to the discussion, constructively challenging the ideas of others, and raising issues for everyone to think about. To do this effectively requires preparation – doing the assigned readings and assigned questions, a willingness to engage, and respecting as well as listening to the comments of your colleagues. The focus should be on quality contributions not quantity. There will be enough opportunity for everyone to contribute over the week.

≡ BIBLIOGRAPHY

International Business - Carpenter & Dunung (Posted)

≡ EVALUATION METHODS

50 % : Participation (Individual)

50 % : Negotiation simulation (Group)

≡ SESSIONS

1

Introduction & Overview of International Business & Course

LECTURE & CASE STUDIES & EXERCISES : 02h00

Reading: Chapter 1, 4

Assignment:

1. What is globalization and how does it impact business?
2. Is globalization inevitable? Is it good or bad? Explain and illustrate your viewpoint.
3. What are the major risks and opportunities associated with international business?
4. Develop a list of criteria that you would use to assess whether a company was a global company. Identify a company that best reflects your criteria for being a global company?

2**Cultural Dimensions of International Business**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Reading: Chapters 3

Assignment:

1. How does culture affect the way companies conduct business abroad? What are the implications for the development of managers?
2. The distinction between *cultural relativism* and *cultural normativism* is very important because it embraces the policies of multinational firms and the behaviour of their employees with respect to their home and host cultures. Debate the extent to which firms should impose their own corporate (cultural) values upon (a) their foreign operations and (b) the communities and countries in which they operate.
3. Debate: Globalization results in homogenization. We will structure a debate on this topic.
4. Where does corporate social responsibility fit in international business?
5. Identify the unique cultural elements of the country that you come from and the implications for doing business in that country.

3**International Strategy - Offshore Sourcing - Modes of Entry**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Readings: Chapters 8,9,10,11

Assignment:

1. Compare the potential advantages of establishing a foreign direct investment operation in Asia, the NAFTA region and the European Union. Where would an investment most likely be market-seeking? Where would it most likely be resource-seeking?
2. It could be argued that while off-shore outsourcing benefits the companies involved it can be a significant disadvantage for the country that has lost that economic activity. Discuss your views on this position using your home country as the context.
3. What are the advantages and disadvantages of the different modes of entry? What is the most common mode of entry practiced in your country? Why?
4. While many firms have moved to develop globally standardized products, others have moved toward more product differentiation across countries. Discuss the types of products for which you would expect to see more global standardization, and those for which you would expect to see more local differentiation. Be sure you consider both goods and services.
5. Pick one of the top global brands (www.interbrand.com) and assess how its associated marketing activities would have to be adapted across markets.

4**International Trade & Investment - Government's Role - Regional Economic Integration & Cooperative Agreements**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Reading: Chapters 2,5, & Simulation Manual

Assignment:

Read the simulation manual. You will be assigned a negotiation role and a starting position. We will use the session to discuss the various perspectives of different players/stakeholders in the international business simulation and relate these two the chapter readings.

5**Preparation of Negotiation Strategy**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Preparation of Negotiation Strategy

6**Negotiations**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Negotiations

7**Negotiations**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Negotiations

8**Negotiations & Preparation of Presentation**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Negotiations & Preparation of Presentation

9**Sessions 9 & 10 Presentations & Simulation Debrief**

BRIEFING : 02h00

Presentations & Simulation Debrief

Market Entry Opportunity Project Presentations – We will run these as a trade show or poster session

Course Summary

Number of ECTS credits : 3
Course language : English
Course leader : KAPITSKAIA OLGA
Speakers : GUIHAUMÉ Jean-philippe

≡ COURSE DESCRIPTION

Change management is an approach to transitioning individuals, teams, and organizations to a desired future state. In some project management contexts, change management refers to a project management process wherein changes to a project are formally introduced and approved.

This course covers the different approaches of Change Management.

At each step of the course, the participant's role play and must apply the Litchi Change Management methodology (1/ analysis part; 2/ impact analysis; 3/ action plan). They also present their work, as a consulting firm would do.

≡ COURSE OBJECTIVES

As a result of attending this seminar, participants will be able to:

☒

Describe and apply a 7-step model of organizational change.

☒

Describe sources of change.

☒

Compare alternative interventions that management can implement to

☒

Improve performance.

☒

Identify some of the major reasons why people resist change.

☒

Be aware of the ethical ramifications inherent in some change initiatives

☒

Understand the importance of making changes in the Organization's

☒

Structure in response to internal or external change demands

≡ TACKLED CONCEPTS

Lewin Transition Model: assessed by exam question 1

Litchi change Management methodology: assessed during the TEXA case study and exam question 2 & 3

Kubler Ross Involvement Curve: assessed by exam question 1

Kanter Change wheel: assessed by exam question 2

≡ LEARNING METHODS

Lectures, Videos, Case discussions, Group work

The sessions will consist of a case discussion with an in-depth review of the theory as it affects actual business practice.

Students' participation in connection with their professional background is very important to obtain the maximum benefit of the courses.

≡ EXPECTED WORK AND EVALUATION

Case Study: Consulting in Change Management"

Final assignment: course questions on applied change management methodology

≡ BIBLIOGRAPHY

Kotter, J-P. (2012). [Leading change](#). Harvard Business Review Press. + [Ebook](#)

Spencer, J. (1999). [Who moved my cheese? : an amazing way to deal with change in your work and in your life](#) , Ebury Press.

Kotter, J-P., Rathgeber, H., Solow, R. (2017). [Our iceberg is melting : changing and succeeding under any conditions](#). Macmillan Publishers.

•[Evolve: Succeeding in the Digital Culture of Tomorrow de Rosabeth Moss Kanter](#)

•[Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail , Daryl R. Conner](#)

≡ EVALUATION METHODS

50 % : Continuous Assessment

50 % : Final exam

Number of ECTS credits : 3
Course language : English
Course leader : KAPITSKAIA OLGA
Speakers : KUJBIEDA Pawel

≡ COURSE DESCRIPTION

Our world is changing, the economic competition is intensifying and people expectations towards work are changing. The new moto for most organizations today is to create value while serving the customer and keeping employees happy and motivated. It is a difficult equation that traditional organizations have difficulty to address. As a result new managerial and project management approaches are wide spreading, and a lot of traditional organizations are considering, or are already in the process, of transforming into new organizational forms. This implies a profound evolution of organizations and management practices.

The need to adapt also changes project management techniques and methods. Agile project management focuses on continuous improvement, scope flexibility, team input, and delivering essential quality products. Agile project management methodologies include scrum, extreme programming (XP), and lean, among others. These methodologies all adhere to the Agile Manifesto and the 12 Agile Principles, which focus on people, communications, the product, and flexibility.

The agile project managers and participants have come to value:

- Individuals and interactions over processes and tools
- Working results over comprehensive documentation
- Customer collaboration over contract negotiation
- Responding to change over following a plan

≡ COURSE OBJECTIVES

Through this course you will learn about new agile managerial approaches, new forms of organizations as well as about agile project management techniques and methods. You will reflect on the required process, project management and managerial skills of manager 3.0 to be successful in these agile environments.

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 2 - Formulate hypotheses to understand a complex situation, in a structured way, by mobilizing disciplinary frameworks if necessary

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO13 - Communicate and interact
Outcomes	Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO14 - Work effectively in a team
Outcomes	Lev. 2 - Contribute to the development of a collective production

≡ TACKLED CONCEPTS

The course will cover:

- Characteristics (strengths and limits) of traditional work organization;
- The liberation path from traditional to new organizational forms;
- Characteristics (strengths and limits) of agile management;
- Agile project management principles, Agile Manifesto and 12 Agile Principles which focus on people, communications, the product, and flexibility ;
- Agile project management methods : scrum, lean, and others.
- Individual profiles and competencies fit with agile environments and Manager 3.0 positioning.

≡ LEARNING METHODS

Discussions, presentations, case studies, return on real-life projects by professional, workshops and more

≡ EXPECTED WORK AND EVALUATION

Preparatory readings and assignments

Active participation in class

≡ BIBLIOGRAPHY

Measey, P., Radtack, (2015). [Agile foundations : principles, practices and frameworks](#). BCS.

Rubbin, K-S. (2012). [Essential scrum : a practical guide to the most popular agile process](#). Addison-Wesley.

Appelo, J. (2010). [Management 3.0 : leading agile developers, developing agile leaders](#). Addison-Wesley.

Optional

- Dieser, R. (2014). [Transformers: executive conversations about creating agile organizations](#). ECLF Press.
- Ries, E. (2015). [Lean startup : adoptez l'innovation continue](#). Pearson.

≡ EVALUATION METHODS

40 % : Case study (team)

30 % : Participation (individual)

30 % : Quiz (individual)

≡ SESSIONS

1

Lecture

BRIEFING : 06h00

Introduction to agile approaches and methodologies including general concepts of Scrum and Kanban

2

Lecture & practical work

BRIEFING : 06h00

Scrum in details, team exercises around Scrum methodology

3

Lecture & practical studies

BRIEFING : 03h00

Use case study

4

Simulation / Serious games

BRIEFING : 04h00

Setting-up an agile project from scratch

5

Simulation / Serious games

BRIEFING : 03h00

Building an agile projet (Lego4Scrum)

6

Lecture & practical work

BRIEFING : 02h00

Conclusions, open questions and students' CVs review and advises

Number of ECTS credits : 3

Course language : English

Course leader : EL AMRANI REDOUANE

Speakers : EL AMRANI REDOUANE

≡ COURSE DESCRIPTION

This course provides an introduction to all aspects of project management. Projects management tools are no longer devoted to technical projects but are becoming a method of management, so we start the course with an overview of project organizational structures and their relation with the organization and the different stakeholders. Then we apply the method of the Project Management Institute on a project.

≡ COURSE OBJECTIVES

Apply the PMI method to a project

Understand managerial implications of using projects as a management method

- Identify project risks and develop risk mitigation strategies
- Understand international environments in project management
- Use planning tools like MS Project

≡ TACKLED CONCEPTS

The course covers both the managerial and technical skills required to plan projects, acquire the necessary resources, and lead project teams to successful completion. Topics include the strategic role of projects in contemporary organizations; structures and managerial styles; technical management tools (WBS, network diagrams, estimating times and costs, risks, and earned value); leadership; and managing teams.

≡ LEARNING METHODS

Contact hours; distance Learning; Computer lab.

≡ EXPECTED WORK AND EVALUATION

Project scope report

≡ BIBLIOGRAPHY

Recommended, not mandatory:

Gray, C-F., Larson, E-W. (2007). [*Project management: The managerial process*](#). (5e éd.). McGraw-Hill Education.

Terribly expensive, 5th or/and 6th editions work as well...

≡ EVALUATION METHODS

15 % : Class Participation

35 % : Reading and Presentation IS topics

50 % : Final Exam

Number of ECTS credits : 3
Course language : English
Course leader : GOODMAN JENNIFER
Speakers : GOODMAN JENNIFER

≡ COURSE DESCRIPTION

The relationship between business, society and the environment is complex and interdependent. In the era of the Anthropocene in which we now live, and in response to the UN Sustainable Development Goals, it is essential to rethink traditional business practices, and consider new ways to create shared value.

Going beyond a basic introduction of CSR, this course offers deeper insights into the different roles of business and takes a forward looking approach to explore new and innovative models for doing sustainable business.

Beginning at the global level, the course then moves on to look at new types of economies - the circular and sharing economy - and the opportunities and challenges which these present. It then moves to an organisation level to explore different organisational forms and business models, and finally finishes with a look at the individual consumer.

Participants have the opportunity to learn from a wide range of guest speakers, real life cases and examples. They are challenged to question traditional business assumptions and explore innovative ways of doing business in the face of pressing global social and environmental challenges.

≡ COURSE OBJECTIVES

At the end of this course participants will be able to:

- Understand the different ways that business impacts, and is impacted by, society and the natural environment
- Identify global standards and certifications which seek to reduce potentially harmful impacts of business
- Use inclusive strategies for collaborating and partnering with a variety of stakeholders
- Define and understand circular economy and sharing economy and contrast these with traditional linear approaches
- Rethink traditional business models to create sustainable and holistic solutions
- Identify barriers and opportunities for consumers to participate proactively in moving towards sustainable lifestyles

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 2 - Formulate a personal and well-informed opinion
C4B learning goal	LG4 - CSR
C4B learning objective	LO12 - Take a decision from economic, social and environmental perspectives
Outcomes	Lev. 3 - Make choices and arbitrate according to sustainability criteria

≡ TACKLED CONCEPTS

Creating shared value; wellbeing; political CSR; corporate political activity; multi-stakeholder initiatives; circular economy; sharing economy; BCorps; collaborative consumption

≡ LEARNING METHODS

Learning and teaching methods include a combination of lectures; short case study analysis and discussion; team activities; and in-class discussion of current events. There will also be a number of guest speakers on different topics.

- Case studies and real life examples, videos and presentations
- Lectures will present theoretical background and concepts
- Class discussion will enable students to learn from one another's experience and from doubts and questions which arise
- Team activities will enable the students to collaborate with their colleagues and develop solutions to specific challenges
- Reading of articles and documents
- Individual reflection

≡ EXPECTED WORK AND EVALUATION

Individual assignment: Consumption diary reflection and analysis. This assignment will evaluate critical thinking skills identified in Learning Objective 01.

Group project: Written team assignment and presentation

Final individual exam: Covering key aspects of the course. Specific questions will evaluate students ability to integrate sustainability criteria into decision-making identified in Learning Objective 12.

≡ BIBLIOGRAPHY

Required reading:

Hennchen, E., (2015) [Mind the Gap: Royal Dutch Shell's Public Responsibility Strategies in Nigeria](#).

Swartz, J. (2010). [Timberland's CEO on Standing Up to 65,000 Angry Activists](#). *Harvard Business Review*, 88(9), 39–127.

Recommended reading:

Boons, F., & Lüdeke-Freund, F. (2013). [Business models for sustainable innovation: state-of-the-art and steps towards a research agenda](#). *Journal of Cleaner Production*, 45, 9–19.

Geissdoerfer, M., Savaget, P., Bocken, N. M. P., & Hultink, E. J. (2017). [The Circular Economy – A new sustainability paradigm?](#) *Journal of Cleaner Production*, 143, 757–768.

Porter, M. E., & Kramer, M. R. (2011). [Creating Shared Value](#). *Harvard Business Review*, 89(1/2), 62–77.

Prahalad, C. K. (2012, January 1). [Bottom of the Pyramid as a Source of Breakthrough Innovations](#). *JOURNAL OF PRODUCT INNOVATION MANAGEMENT*, 29(1), 6–12.

SCHOR, J. (2016). [Debating the Sharing Economy](#). *Journal of Self-Governance & Management Economics*, 4(3), 7–22.
http://www.greattransition.org/images/GTI_publications/Schor_Debating_the_Sharing_Economy.pdf

Young, W., Hwang, K., McDonald, S., & Oates, C. J. (2010). [Sustainable consumption: green consumer behaviour when purchasing products](#). *Sustainable Development*, 18(1), 20–31.

≡ EVALUATION METHODS

35 % : Group project

30 % : Individual assignment

35 % : Final exam

≡ SESSIONS

1

Business, Society and the Environment

LECTURE : 02h00

This class introduces students to the anthropocene and the social, environmental and economic context of doing business

2**The Political Role of the Firm**

LECTURE & CASE STUDIES : 02h00

This session explores the political role of the firm

Required reading:

Hennchen, E., (2015) Mind the Gap: Royal Dutch Shell's Public Responsibility Strategies in Nigeria

3**Global Governance**

LECTURE & CASE STUDIES : 02h00

This session focuses on multi-stakeholder initiatives (MSIs) and the different global standards and certifications which arise from them.

4**Activism and Corporate Responses**

LECTURE & CASE STUDIES : 02h00

Using a case study approach, this session explores different types of social activism and corporate responses.

Required Reading:

Swartz, J. (2010) Timberland's CEO on Standing Up to 65,000 Angry Activists. Harvard Business Review, September 2010, 39-43

5**Circular Economy**

LECTURE & PRACTICAL WORK : 02h00

Taking inspiration from the biological life cycle, this session compares traditional linear production systems with the circular economy.

Reading:

Geissdoerfer, M. et al. (2017) The Circular Economy – A New Sustainability Paradigm? Journal of Cleaner Production, 143, 757-768

6**Sharing Economy**

LECTURE & CASE STUDIES & EXERCISES : 02h00

The sharing economy offers many opportunities to reduce harmful social and environmental impacts. This session explores different sharing economy models as well as some critical perspectives.

Reading:

Schor, J. (2014) Debating the Sharing Economy. Great Transition Initiative: Toward a Transformative Vision and Praxis

http://www.greattransition.org/images/GTI_publications/Schor_Debating_the_Sharing_Economy.pdf

7**Social Enterprise**

LECTURE & CASE STUDIES : 02h00

As well as product and service innovations, business models and organizational forms can also offer innovative solutions for sustainability. We also explore resource-limited contexts.

Reading:

Boons, F. & Lüdeke-Freund, F. (2013) Business Models for Sustainable Innovation: State-of-the-Art and Steps Towards a Research Agenda. Journal of Cleaner Production, 45, 9-19

Prahalad, C. K. (2012) Bottom of the Pyramid as a Source of Breakthrough Innovations. Journal of Product Innovation Management, 29 (1) 6-12

8**Collaborative Business and Partnerships**LECTURE & PRACTICAL WORK : 02h00

Exploring partnerships and collaboration to create shared value.

Reading:

Porter, M. E., & Kramer, M. R. (2011). *Creating Shared Value*. HBR. Org Harvard Business Review Jan-Feb.

9**The Consumer Perspective**LECTURE & PRACTICAL WORK : 02h00

This session reflects on the consumption diaries of the students and goes on to explore sustainable lifestyles and different types of consumption.

Reading:

Young, W. et al. (2010). *Sustainable Consumption: Green Consumer Behaviour when Purchasing Products*. *Sustainable Development*, 18, 20-31

10**The Consumer Perspective 2**BRIEFING : 02h00

Continued from the previous session

11**Project Presentations**GROUP PRESENTATION : 02h00

The final session gives student teams the opportunity to present and get feedback on their group projects.

12**Futures: Looking Forward**LECTURE & PRACTICAL WORK : 02h00

We will review the course to prepare the exam but also look forward to consider alternative futures and alternative perspectives such as degrowth.

Number of ECTS credits : 3

Course language : English

Course leader : KAPITSKAIA OLGA

Speakers : EL AMRANI REDOUANE , MUSSARD Philippe

≡ COURSE DESCRIPTION

Digital technologies such as big data, analytics, virtual reality and cloud computing have profoundly changed the ways we do business, buy, work and live. They have even altered society and continue impacting virtually all business functions and industries. Moreover, the 2016 SIM IT Trends Study points to the changes in IT priorities and spending as enterprises continue to become more digitized and tightly connected. Therefore, Digital transformation is not just an IT transformation: It's a real cultural revolution about vision, culture, engagement and deployment.

In this course, emphasis will be on the management of digital transformation and Information Systems of the organization, from both process and system perspectives, as well as issues and opportunities in innovating through technology.

≡ COURSE OBJECTIVES

- Digital transformation strategy & environment of the organization
- ERP integration and the need collaborative platforms in digital strategy
- E-business, CRM, Social Media and digital strategy
- Cloud Computing: SaaS, IaaS & PaaS as new trends of digital strategy
- Analytics & Big Data: the road to the next digital generation
- Information system security for managers

≡ TACKLED CONCEPTS

Upon completion of this course, students will be able to:

- Understand the basic concepts of digital transformation strategy.
- Explore the role of digital transformation in obtaining an organizational competitive advantage.
- Analyze the strategic role of ERP integration in digital transformation and the importance of Information Systems back-office.
- Explain the need of integration of e-business, CRM and Social Network in any digital transformation strategy.
- Understand the role of Big Data and Cloud Computing in digital strategy performance.

≡ LEARNING METHODS

This course will combine discussions of current digital transformation concepts, principles and practices in use in the organization and its environment. Each session is designed to explore practical issues in the use of digital technologies to influence or implement corporate and competitive strategy of an enterprise. In order to gain maximum benefit from the course, course participants are expected to:

- Complete all assigned reading prior to the designated class
- Prepare assigned activities in advance of the class for which they are assigned. All class sessions are designed to augment, rather than repeat/duplicate assigned reading.

≡ EXPECTED WORK AND EVALUATION

During the class, you will have 2 types of assignments:

- Assignment 1 (Philippe Mussard): Case Study: Cyber-attack simulation
- Assignment 2 (Redouane EL Amrani): IS topics and presentation

The following instructions are related only to the assignment n°2.

- Teams of 3 students will research an information system topic and write a presentation on that topic. A list of topics will be provided by the instructor.
- You should begin searching for relevant information focusing broadly on the topic's scope. Besides search engines and the Audencia library, other good information resources include; Harvard Business Review, IT Sloan Management, Computerworld.com, informationweek.com, cio.com, wsj.com, and businessweek.com.
- The team will write a PowerPoint presentation. The presentation must use at least six (6) different sources. However, additional sources will likely be helpful.
- Each team will make formal presentation to the class on their IS topic. Presentations should consist of between 15 to 20 PowerPoint slides and be presented by all the team members. The presentation should be 20 minutes followed by 10 minutes for discussion after the presentation.
- Grading will be based on content quality, depth of analysis, your ability to engage the class during the discussion, references, and fun but concise slides.

≡ BIBLIOGRAPHY

- Fosso Wamba, S., Akter, S., Edwards, A., Chopin, G., & Gnanzou, D. (2015). How 'big data' can make big impact: Findings from a systematic review and a longitudinal case study. *International Journal of Production Economics*, 165, 234–246. <https://doi-org.audenciagroup.idm.oclc.org/10.1016/j.ijpe.2014.12.031>
- Iyer, B., & Henderson, J. C. (2012). [Business Value from Clouds: Learning from Users](#). *MIS QUARTERLY EXECUTIVE*, 11(1), 51–60.
- J. W. Ross, I. M. Sebastian, C. Beath, S. Scantlebury, M. Mocker, N. Fonstad, M. Kagan, K. Moloney, and S. GeraghtyKrusel, “ [Designing Digital Organizations](#), ” MIT Center for IS Research, CISR Working Paper 46, 2016

≡ EVALUATION METHODS

50 % : Final Exam

35 % : Presentation of IS topics

15 % : Case study - simulation

Course description

Leadership is a tantalizing concept that have preoccupied humans for centuries. The object of this course is to explore key leadership issues in today's multicultural and international business environment. Particular attention is paid to different visions, concepts and methods of global leadership and to a very important skill for leaders and managers, the negotiation.

Specifically, participants will:

1. Explore some of the leadership challenges in a fast changing business world and assess their own leadership strengths and weaknesses – **Individual Leadership.**
2. Gain an understanding of some of the best leadership models in use in today's corporate world and learn to apply them in global multicultural environment – **Global Team Leadership**
3. Gain an understanding of **global negotiation** methods and tools, in particularly managerial negotiation and team negotiation.

Course objectives

At the end of this seminar, participants will be able to:

- Recognize fundamental leadership drivers and mind-sets of leaders
- Know when and how to apply different leadership styles in global setting
- Build high performance teams in multicultural environment
- Learn how to negotiation as a leader or manager in multicultural environment

Tackled concepts

- Key leadership challenges in today's business world;
- Leadership drivers and mind-sets;
- Leadership styles;
- Multicultural teams efficiency and satisfaction;
- Leadership Negotiation across the world

Pedagogical approach

- Presentations
- Individual readings
- Discussions
- Assessment instruments
- Cases
- Role plays
- Students projects and presentations

Evaluation

Group project and presentation: 50%

Exam: 50%

Bibliography

Documents are provided during the course. In addition, students are invited to consult the following books:

Antonakis, J., Day, D-V. (2018). *The nature of leadership*. (3rd ed.). SAGE Publishing.

Gill, R. (2011). *Theory and practice of leadership*. (2nd ed.). SAGE Publishing.

Adair, J. (2010). *Effective strategic leadership : the complete guide to strategic management*. Macmillan Publishers.

Sessions

Session 1 (2h)

Introduction to the course. Introduction to leadership.

Session 2 (2h)

Leadership in organizational context. Styles of leadership: transformational, emotional, etc.

Session 3 (2h)

Charismatic leadership and persuasive communication and process. Exercises on building charisma and on persuasion.

Session 4 (2h)

Situational leadership. Teams and team leadership.

Session 5 (2h)

Role plays.

Session 6 (2h)

Trust in leadership.

Session 7

Global leadership. Applying to individuals and to teams.

Session 8

Negotiating as leader and manager, integrative negotiation, BATNA, negotiation process.

Session 9

Negotiating in multicultural environment. Strategies and tactics.

Session 10

Negotiating in multicultural teams. Dominant culture, third place. MBI. Exercises and role plays.

Session 11

Negotiating across the world. Role plays.

Session 12

Final presentations on students projects on global leadership and negotiation