

MSc Entrepreneurship & Innovation for Impact

September 2024 – April 2025



CODE: Tbc

Course title: ENTREPRENEURIAL IDENTITY AND BEHAVIOUR

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: Miruna RADU-LEFEBVRE

≡ **COURSE DESCRIPTION**

Within this course, students will have the opportunity to understand how people become entrepreneurs and construct entrepreneurial identities, by taking into account the role of context, gender and emotions as well as the importance of entrepreneurial motivation, cognition and skills. At the end of the course, students will present an exhibition of portraits of inspiring everyday entrepreneurs (written texts & photos).

≡ **COURSE OBJECTIVES**

- Explain what is entrepreneurial identity
- Cite the most important theories of entrepreneurial identity
- Expose the process of entrepreneurial becoming
- Characterize the role of emotions, motivation, and skills in entrepreneurial behaviour
- Describe the unique challenges of women, senior, parents, and ethnic minority entrepreneurs

≡ **TACKLED CONCEPTS**

- Entrepreneurial identity
- Role-identity
- Social identity
- Regulatory focus
- Emotion
- Motivation
- Context

≡ **LEARNING METHODS**

Lectures on the topic of the day, based on most recent academic research published in the topic area. Oral presentations and entrepreneurial portraits developed by students. Creative methods based on media material.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Oral presentations: During each class, students will present an oral presentation in groups of 2-3 participants on the topic of the day.

At the end of the class, students will publicly present their portraits of inspiring everyday entrepreneurs.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Duenig, T. N., & Metzger, M. L. (Eds.). (2017). *Entrepreneurial identity: The process of*
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becoming an entrepreneur. Edward Elgar Publishing.

Leitch, C. M., & Harrison, R. T. (Eds.). (2019). *Entrepreneurial identity and identity work*. Routledge.

McAdam, M., & Cunningham, J. A. (2019). *Entrepreneurial Behaviour : Individual, Contextual and Microfoundational Perspectives*. Palgrave Macmillan Cham.

≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

≡ **SESSIONS**

- **SESSION 1: Who is an Entrepreneur?**
 - LECTURE: 02h00
 - Creative exercise: In small groups, students will co-create a collective representation of what an entrepreneur is based on media material. They will present and discuss their representations within the class setting.
 - Presentation of the collective project and methodology for developing portraits of everyday inspiring entrepreneurs.
- **SESSION 2: Theoretical approaches to Entrepreneurial identity**
 - LECTURE: 02h00
 - Overview of psychological and social-psychological theories of entrepreneurial identity:
 - Identity theory
 - Role-identity theory
 - Social identity theory
 - Identity work theory
 - The impact of entrepreneurial identity on venture formation: imprinting one's values on the new venture's organizational culture.
- **SESSION 3: Entrepreneurial identity in Entrepreneurial teams**
 - LECTURE: 02h00
 - Identity construction in groups.
 - Managing identity tensions and conflicts.
- **SESSION 4: What do Entrepreneurs do (and only them)?**
 - LECTURE: 02h00
 - Entrepreneurial motivation
 - Entrepreneurial personality
 - Entrepreneurial skills: Opportunity identification, resources mobilization and organizational emergence
- **SESSION 5: Becoming an Entrepreneur: born vs. made**
 - LECTURE: 02h00
 - How do entrepreneurs develop an entrepreneurial identity and entrepreneurial skills?
 - The psychodynamic model
 - The social development model
 - The trait model

- A person-situation interaction model of entrepreneurial education and mentoring
- **SESSION 6: A gendered approach of Entrepreneurial identity**
 - LECTURE: 02h00
 - What is gender?
 - Feminist theories and entrepreneurship.
- **SESSION 7: Emotions and entrepreneurial behaviour**
 - LECTURE: 02h00
 - Entrepreneurial passion
 - Positive and negative affect and entrepreneurial performance
 - The role of emotions in entrepreneurial decision-making
- **SESSION 8: Regulatory Focus Theory and Entrepreneurial Decision-making**
 - LECTURE: 02h00
 - Promotion focus vs. Prevention focus
 - The escalation of commitment bias.
- **SESSION 9: Parenthood and Entrepreneurship**
 - LECTURE: 02h00
 - How does being a mother/father entrepreneur impact entrepreneurial decision-making and time management?
- **SESSION 10: Senior entrepreneurs : a challenge or an opportunity ?**
 - LECTURE: 02h00
 - How does being a senior entrepreneur impact entrepreneurial action and performance?
- **SESSION 11: Ethnic Minority entrepreneurs at the crossroads**
 - LECTURE: 02h00
 - Identity work of minority entrepreneurs.
 - Transnational entrepreneurs and circular identities.
- **SESSION 12: Portraits of Entrepreneurs : the Exhibition**
 - LECTURE: 02h00
 - Public presentation of the collective class work around developing portraits (written & photo) of inspiring everyday entrepreneurs.

CODE: Tbc
Course title: WHAT IS ENTREPRENEURSHIP

Term: FALL

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: Natalia Vershinina
Speakers: Natalia Vershinina + Entrepreneur from Incubator

≡ **COURSE DESCRIPTION**

The course focuses on theory and practice of entrepreneurship. Supported by real world examples coming into the lectures and small group teaching sessions, students will be asked to critically reflect on the issues of entrepreneurship, growth and barriers and challenges in entrepreneurial settings.

≡ **COURSE OBJECTIVES**

The aim of this module is to provide a solid conceptual and analytical understanding of entrepreneurial and its place in the society.

≡ **COMPETENCES VISEES /LEARNING GOALS**

- Understand what entrepreneurship is, understand the life of an entrepreneur from historical perspective.
- Understand the role of entrepreneurship in society and its power to solve social problems, discovering a potentially fulfilling path for your professional life.
- Demonstrate comprehensive knowledge and understanding of the environment of fast growth businesses;
- Understand the different theoretical approaches and models that underlie fast growth and be able to critical evaluate such theories;
- Critically analyse empirical data and key readings;
- Work collaboratively with other students, developing active listening and the ability to conduct in-depth interviews, developing analytical skills.

≡ **TACKLED CONCEPTS**

- Historical cultural perspectives of entrepreneurship, past, present and future
- Strategically, Socially and Technologically focused entrepreneurial firms
- Entrepreneurship and Importance of growing firms
- Theories of Entrepreneurial Growth and Ambition

- Research on Pre-start-up, start-up growth, and post start-up factors
- Gender and Entrepreneurship
- Immigrant Entrepreneurship Theories
- Access to finance for entrepreneurs
- Government Support and Policy

≡ **LEARNING METHODS**

Case study driven methodology

Interactive lectures and project-based learning.

Learning entrepreneurship from entrepreneurs through live case study from incubator.

Teamwork, case analysis, interview (journal article or multimedia material making).

Personal guided study.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will work on producing a journal article or multimedia material related to a critical societal issue related to entrepreneurship and their journey in it. It will be individually assessed (50% -coursework).

Students will undertake an individual examination (50%- final exam based on essay questions to answer)

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Greene, Francis (2020) Entrepreneurship Theory and Practice, Red Globe Press.

≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

≡ **SESSIONS**

- **SESSION 1: Historical cultural perspectives of entrepreneurship, past, present and future**
 - LECTURE: 02h00
- **SESSION 2: Strategically, Socially and Technologically focused entrepreneurial firms**
 - LECTURE: 02h00
- **SESSION 3: Entrepreneurship and Importance of growing firms**
LECTURE: 02h00
- **SESSION 4: Theories of Entrepreneurial Growth and Ambition**
 - LECTURE: 02h00

- **SESSION 5: Research on Pre-start-up, start-up growth, and post start-up factors**
 - LECTURE: 02h00
- **SESSION 6: Gender and Entrepreneurship**
 - LECTURE: 02h00
- **SESSION 7: Immigrant Entrepreneurship Theories**
 - LECTURE: 02h00
- **SESSION 8: Family Business and Entrepreneurship Theories**
 - LECTURE: 02h00
- **SESSION 9: Access to finance for entrepreneurs**
 - LECTURE: 02h00
- **SESSION 10: Government Support and Policy**
 - LECTURE: 02h00
- **SESSION 11: Entrepreneurship and Internationalisation Options**
 - LECTURE: 02h00
- **SESSION 12: Theories of Entrepreneurial Failure and Exit**
 - LECTURE: 02h00

CODE: Tbc

Course title: Entrepreneurial well-being

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒ English ☐ French

Course leader: Rauch Andreas

Speakers: Rauch Andreas

≡ **COURSE DESCRIPTION**

Having a purpose in life is one of the most fundamental human needs and it is closely related to well-being and achievement. However, most entrepreneurs are so hard working and so distracted by their many task involved in running a business that it is sometimes hard for them to find a purpose of life. No matter how successful entrepreneurs are, some of them pay a price on well-being and health.

While programs usually aim to promote the bright side of entrepreneurship, the dark side of entrepreneurship should also be highlighted. So we will investigate challenges and how to cope with them in a way that increases well-being. It is well known that healthy employees lead to increased company productivity, thus healthy and happy entrepreneurs also lead to a stronger economy. Thus, this course is not designed to scare future entrepreneurs, but to make them aware and be prepared for what may come.

The course will involve a climbing activity, refection, and life crafting exercises.

≡ **COURSE OBJECTIVES**

Building resilience for an entrepreneurial career

Creating knowledge about both, the bright side and the dark side of entrepreneurship

Reflecting on risk and risk factors in an entrepreneurial career

Knowledge about reducing the personal risks involved and increasing mental health awareness

Developing life skills as an entrepreneur

≡ **TACKLED CONCEPTS**

Concept 1 Well being

Concept 2: Stress processes and coping

Concept 3 Resilience

Concept 4 Dark triad traits

Concept 5 Mental health

Concept 6 Life crafting

≡ **LEARNING METHODS**

Lecturing, practice exercises, reflection exercises and assignments

≡ **ASSIGNMENTS AND EXPECTED WORK**

(Homework/Exercises/readings asked to students to prepare the session or in-class exercises)

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≡ BIBLIOGRAPHY – COURSE MATERIAL

- Freeman, M. A., Johnson, S. L., Staudenmaier, S. J., & Zisser, M. R. (2015). *Are entrepreneurs touched with fire?*
- Martinsen, Ø. L., Arnulf, J. K., Furnham, A., & Lang-Ree, O. C. (2019). Narcissism and creativity. *Personality and Individual Differences*, 142, 166-171.
doi:<https://doi.org/10.1016/j.paid.2018.09.032>
- Schippers, M. C., & Ziegler, N. (2019). Life Crafting as a Way to Find Purpose and Meaning in Life. *Frontiers in Psychology*, 10(2778). doi:10.3389/fpsyg.2019.02778
- Stephan, U., & Roesler, U. (2010). Health of entrepreneurs versus employees in a national representative sample. *Journal of Occupational and Organizational Psychology*, 83(3), 717-738. doi:10.1348/096317909X472067
- Williams, T. A., & Shepherd, D. A. (2016). Building resilience or providing sustenance: Different paths of emergent ventures in the aftermath of the Haiti earthquake. *Academy of Management Journal*, 59(6), 2069-2102. doi:10.5465/amj.2015.0682

≡ NECESSARY SOFTWARE – HARDWARE

PC, Beamer

≡ EVALUATION METHODS

Individual assessment

Exam: 25%

Life crafting reflection 25%

Group assessment (groups of 3 students):

A case study of two entrepreneurs: 25%

Designing an intervention: 25%

≡ SESSIONS

- **SESSION 1: Kick – off**
 - LECTURE: 02h00
 - This is to introduce the course
- **SESSION 2 & Session 3: Climbing exercise**
 - Climbing hall: 04h00
 - Students will follow instructions and perform exercises
- **SESSION 4 & Session 5: Life crafting and well-being**
 - LECTURE: 02h00
 - WORKSHOP 02h00
 - This class will introduce the concept of life crafting and well-being and explain the implications for entrepreneurship. Specifically, we address questions, such as how does one develop purpose and meaning in life? What do entrepreneurs want to achieve? What are the risks involved in this and what do entrepreneurs addressing these risks.

- The class will be closely accompanied with a workshop where students will practice life crafting.
- **SESSION 6 & Session 7: Stress, resilience and coping**
 - LECTURE: 02h00
 - WORKSHOP 02h00
 - How can one work 7 days a week and even not doing holidays? Entrepreneurs face quite challenging working environments, how can they actually deal with them? The session will be accompanied with a workshop that has two parts (1) learning and practicing coping and (2) preparing the field project.
- **SESSION 8 & 9 : Crisis and resilience**
 - LECTURE: 02h00
 - WORKSHOP 02h00
 - L: War in the Ukraine, pandemic, fire catastrophies in NSW/Australia and in California. What have entrepreneurs to do with it? Actually quite a lot. They continue enterprising – though in a different way and they help community recovery.
 - The workshop will provide an opportunity for feedback on the progress of the group work
- **SESSION 10: The dark side of entrepreneurship**
 - LECTURE: 02h00:
 - Many entrepreneurs have personality traits and behaviors that allow them to succeed in their businesses; however, these same traits can often prove detrimental in their roles as managers or co-workers. Workshop exercises related not the topic of the day. Life crafting exercise.
- **SESSION 11: Presentation of field project**
 - WORKSHOP : 02h00
 - The presentation of the field projects
- **SESSION 12: Exam**
 - Exam: 02h00

CODE: Tbc

Course title: CRAFTING OPPORTUNITIES AND BUSINESS MODELS

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: Nil Gulari

Speakers: (Nil Gulari Sébastien Ronteau)

≡ **COURSE DESCRIPTION**

This hands-on course enables students to identify business opportunities and guide students to build a viable and testable business model. The course draws on design thinking to understand customers and defining problem. This approach allows startup ideas tied to a real-world problem and challenge. The course also uses several creative problem solving and thinking methods to help students develop their solutions to their identified problem. The Lean Startup approach introduced in this course will teach students to test their assumption about their potential customer, market and solution. In addition, through this method, they will be able to make their ideas tangible to collect the maximum amount of validated learning. The course guide students to come up with innovative and original ideas for their project and pitch their project convincing and clear manner.

≡ **COURSE OBJECTIVES**

1. Describe entrepreneurial opportunities and how to act on them
2. Introduce various design thinking and entrepreneurial tools to guide students for understanding customer and their needs and to craft solutions in addressing these needs, market gaps and technology trends.
3. Critically analyse competitors and market
4. Design/Choose/Build a viable, feasible and desirable business model.
5. Work collaboratively with other students, developing active listening and the ability to conduct team work, developing analytical skills, pitch ideas

≡ **TACKLED CONCEPTS**

6. Design thinking
7. Lean Startup
8. Opportunity Identification
9. Business models

≡ **LEARNING METHODS**

- ▶ Team activity- Project based approach
- ▶ Learning by doing-Experiential learning
- ▶ Out of class research- primary and secondary market research, customer observations
- ▶ In class Presentations

≡ **ASSIGNMENTS AND EXPECTED WORK**

Conducting primary market research-Interviews, observations and desk research
Lean Startup Canvas
How might we exercise
Value proposition Canvas
Assumption Canvas

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Massa, F. G. (2021). Entrepreneurship in the Wild: A Startup Field Guide. MIT Press.
- Alvarez, C. (2017). Lean customer development: Building products your customers will buy. " O'Reilly Media, Inc."
- Ries, E. (2011). The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Books.
- Aulet, B. (2013). Disciplined entrepreneurship: 24 steps to a successful startup. John Wiley & Sons.
- Brown, T., & Katz, B. (2011). Change by design. Journal of product innovation management, 28(3), 381-383.

≡ **NECESSARY SOFTWARE – HARDWARE**

If you do not know precisely which software to use, please put here the description of desired functionalities and DSI department will help you to choose based on functionality / price.
Please privilege cloud-based software.

≡ **EVALUATION METHODS**

Individual Exam: 50%
Team Project: 50%
(modulated by Peer Assessment)

≡ **SESSIONS**

- **SESSION 1: Kick-off**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures
 - Team building activity and setting up the teams
- **SESSION 2: What is a business opportunity? Finding a problem worth solving**
 - LECTURE + WORKSHOP: 02h00
 - Exploration of Ideas vs. business opportunities
 - How to read market, trends, and technologies
 - Introduce Design thinking approach in problem finding
 - What is the problem? Who owns the problem?
 - Who are the stakeholders of the problem?
 - Introduction of the Lean Start up Canvas

- **SESSION 3: What is an insight? How to get insights?**
 - LECTURE + WORKSHOP: 02h00
 - Who is your customer? What do we know about the problem owner?
 - Design thinking approach- Empathy
 - How to conduct customer problem interviews-Primary Customer Research
 - Development of End User Profile-Profiling of Customer Persona
 - Gaining insights-Data vs. insight
- **SESSION 4: Designing a solution worth building.**
 - LECTURE + WORKSHOP: 02h00
 - Introduction problem reframing as a first step to solution finding
 - Introduction of Value proposition canvas
 - Creative thinking and problem-solving methods and brainstorming exercises in teams
 - Development of your company's unique value proposition "Secret Sauce"
- **SESSION 5: Who are our competitors? Can/should we enter to this market?**
 - LECTURE + WORKSHOP: 02h00
 - Market size of the problem and potential solution
 - Competitor and market analysis -The price of poker
 - Estimation of Total Addressable Market Size
- **SESSION 6: What are your assumptions and how to test them?**
 - LECTURE + WORKSHOP: 02h00
 - How to build hypotheses
 - Validated learning through Lean startup approach
 - What is an MVP
- **SESSION 7: Positioning - a narrative approach of your Business Model**
 - LECTURE + WORKSHOP: 04h00
 - Introduction: why Business Models matter?
 - Identifying Business Models in place and benchmarking of business models you would like to copycat
 - Formulating a consistent narrative towards alternative solutions: your strategic canva
- **SESSION 8: Delivering – value architecture and implementation of your Business Model**
 - LECTURE + WORKSHOP: 04h00
 - Introduction: From vision to implementation – where lies your Business Model?
 - Assessing competencies, resources and activities required to deliver the value
 - Strategic roadmap for your development
- **SESSION 9: Capturing – A transactional approach of your Business Model**
 - LECTURE + WORKSHOP: 02h00
 - Introduction: How do you make money? The shortest definition of a Business Model

- Describe a typical transaction
- From your Business Model to your income statement: identifying your core KPIs
- **SESSION 10: How to pitch and present your idea**
 - LECTURE: 02h00
 - Introduction: Art and Science of pitching your project
 - Structure of a Pitch Deck
 - The executive summary
 - Jury to be announced

CODE: Tbc

Course title: ENTREPRENEURIAL MARKETING, COMMUNICATION AND SALES

Term: FALL

Teaching hours: 24 hours

Number of credits:

Teaching language: ☒English ☐French

Course leader: Nil GULARI

Speakers: Thibault Hache

≡ COURSE DESCRIPTION

In the early stages of the entrepreneurial process, marketing and sales collide as the entrepreneur is trying to confirm demand as well as gaining her / his first clients. This course aims at explaining the process required to develop an early go to market strategy and how it might be tested before scaling it and thus try to cross the chasm from early-adopters to the pragmatists.

≡ COURSE OBJECTIVES

Understand Entrepreneurial Marketing and Sales and the demand approach required to overcome the status quo bias of future customers. Define and test a go to market strategy in order to cross the chasm and scale the sales roadmap. Adopt an integrated approach to Marketing, Communication and Sales and use appropriate approaches to do so (inbound marketing).

≡ TACKLED CONCEPTS

- New Sales ABC
- Entrepreneurial sales
- Entrepreneurial Marketing (inbound and outbound)
- Job to be done and demand approach
- Entrepreneurial pricing and capturing value
- Customer acquisition cost and Life time value
- Business model
- Crossing the chasm in the technology adoption life cycle
- Evolving marketing & sales plan as uncertainty reduces

≡ LEARNING METHODS

Lectures and practical exercises and cases.

≡ BIBLIOGRAPHY – COURSE MATERIAL

- **Crossing the chasm**, Moore.
- **Principles of Marketing**, Kotler.
- **Disciplined entrepreneurship**, Bill Aulet
- **The Startup owner's manual**, Blank & Dorf
- **The innovator's method**, Nathan Furr & Jeff Dyer
- **Startup, précis à l'usage de ceux qui veulent changer le monde et parfois réussissent**, Bruno Martinaud
- **Inbound marketing : Attract, Engage, and Delight Customers Online**, Halligan & Shah

- *To Sell is Human, Dan Pink*
- *Influence, R. Cialdini*

≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

≡ **SESSIONS**

- **SESSION 1: New sales ABC & sales evolution, entrepreneurial sales**
 - LECTURE: 02h00
- **SESSION 2: Customer development & value proposition**
 - LECTURE: 02h00
- **SESSION 3: Finding & talking to your early-adopters**
 - LECTURE: 02h00
- **SESSION 4: Assessing market potential and demand**
 - LECTURE: 02h00
- **SESSION 5: Customer validation: understanding the sales environment**
 - LECTURE: 02h00
- **SESSION 6: Customer validation : understanding how decision is taken + buying process, influence map, customer access map**
 - LECTURE: 02h00
- **SESSION 7: Pitching to your early adopters**
 - LECTURE: 02h00
- **SESSION 8: Go to market strategy : Solution (value proposition and pricing), customer acquisition strategy and cost structure**
 - LECTURE: 02h00
- **SESSION 9: Scaling & crossing the chasm**
 - LECTURE: 02h00
- **SESSION 10: From entrepreneurial marketing to traditional marketing**
 - LECTURE: 02h00
- **SESSION 11: Entrepreneurs testimonials**
 - LECTURE: 02h00
- **SESSION 12: Q &A**
 - LECTURE: 02h00

CODE: Tbc

Course title: ENTREPREUNARIAL BUDGETING AND FINANCIAL OBLIGATIONS

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: Aristogenis Lazos

Speakers: Aristogenis Lazos

≡ **COURSE DESCRIPTION**

This course discusses concepts related to different ways of financing for young ventures. It sheds light on factors that affect the likelihood of a venture short- and long-term performance. It will also include case studies, so students are able to see the practicality of entrepreneurial finance.

≡ **COURSE OBJECTIVES**

At the end of this course students should be able to tackle the following concepts,
How to produce a business idea that is highly likely to be successful in the long run
How to value a young business under different scenarios
How to provide counter-arguments when another party argues for different valuation
How to pitch deck your startup in front of investors
Where to look for finance and how to stand a better chance to receive finance
How to interpret your financial statements
How to run a successful business in the long run and what types of exits are available

≡ **TACKLED CONCEPTS**

Business formation. This concept discusses how to choose an idea to start a business that is very likely to be successful in the long run.
Financial statements: How to interpret and analyze them
Business Valuation: Here we will give you some tools to value early-stage business opportunity. We will also review the standard tools of valuation applied to start-up situations and introduce various methods
Financial statements: How to interpret and analyze them
Financing: This concept focuses on various sources of financing for entrepreneurs such as crowdfunding, Angel and Venture Capital.
Long term performance and Exit: We will discuss how founders run a successful business and eventually exit. Moreover what exit should they choose?. Should they sell to another company, take it public, or continue independently as a private company?

≡ **ASSIGNMENTS AND EXPECTED WORK**

One mid term exam that counts 10% of the final mark.
One presentation in groups that counts 25% of the final mark.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Rogers, S. Entrepreneurial finance: Finance and business strategies for the serious entrepreneurs. Harvard business school

≡ **NECESSARY SOFTWARE – HARDWARE**

The necessary software are Power point and Word.

≡ **EVALUATION METHODS**

Exam: 75%

Continuous assessment: 35%

≡ **SESSIONS**

- **SESSION 1: Introduction to Entrepreneurial budgeting and financial obligations**
 - LECTURE 2h00
 - What is it
 - Some successful and popular cases of startups
 - Some popular unsuccessful
- **SESSION 2: Idea conception and business formation**
 - LECTURE 2h00
 - What questions to ask whether my idea is good or not
 - How to form a business
 - Shareholder agreement
- **SESSION 3: Startup valuation**
 - LECTURE 2h00
 - Method overview
 - Scenario analysis
- **SESSION 4: Mid-term exam**
 - EXAM 2h00
- **SESSION 5: Financial statements part A**
 - LECTURE 2h00
 - Introduction to financial statements
 - Balance sheet
- **SESSION 6: Financial statements part B**
 - LECTURE 2h00
 - Income statement
 - Cash-flow statement
- **SESSION 7: Types of financing for startups**
 - LECTURE 2h00
 - Introduction to Angels and Venture capitalists
 - Differences among them
 - Their role?
 - Which and how to contact
- **SESSION 8: How to pitch your startup**
 - LECTURE 2h00
 - Pitch deck examples

- **SESSION 9: Presentations part A**
 - LECTURE 2h00
- **SESSION 10: Presentations part B**
 - LECTURE 2h00
- **SESSION 11: Long term performance**
 - LECTURE 2h00
 - How to run a business successfully
 - Types of exit
- **SESSION 12: Revision**
 - LECTURE 2h00

CODE: Tbc

Course title: ANALYSING THE IMPACT OF ENTREPRENEURSHIP ON ECONOMY, SOCIETY AND THE ENVIRONMENT

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: (External Vacataire)

≡ **COURSE DESCRIPTION**

Social impact is an important piece of the phenomenon of social entrepreneurship. What are the implications of entrepreneurship on society. How can we measure these impacts?

≡ **COURSE OBJECTIVES**

Understanding various frameworks for measuring impact,
Understanding qualitative and quantitative metrics and indicators
Failure and Success definitions within a context

≡ **TACKLED CONCEPTS**

Social Impact
Quantitative Measures
Qualitative Measures

≡ **LEARNING METHODS**

Lecture, Case Studies, in class exercises

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students are expected to do reading, look at case studies and answer questions

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Rawhouser, H., Cummings, M., & Newbert, S. L. (2019). Social impact measurement: Current approaches and future directions for social entrepreneurship research. *Entrepreneurship theory and practice*, 43(1), 82-115.

Engle, N. L., de Bremond, A., Malone, E. L., & Moss, R. H. (2014). Towards a resilience indicator framework for making climate-change adaptation decisions. *Mitigation and Adaptation Strategies for Global Change*, 19(8), 1295-1312.

≡ **EVALUATION METHODS**

Individual Exam: 50%
Continuous Assessment: 50%

≡ **SESSIONS**

○ **SESSION 1: Kick-off and Introduction**

- LECTURE: 02h00

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- Introduction of course objectives, assessment and procedures
- **SESSION 2 & 3 Unpacking the terminology and understanding nuances**
 - LECTURE: 04h00
 - “social value,” “social impact,” “social return,” “environmental performance,” “impact measurement,” “triple bottom,” “social performance,” “nonfinancial performance,” “environmental impact,” and “social accounting.” “socially responsible investment,” “socially responsible”) “social performance” and most (12 of 14) papers from the operations discipline focus on “environmental impact,” “environmental performance,” or “environmental efficiency
- **SESSION 4 & 5 Understanding various perspectives of impact**
 - LECTURE: 04h00
 - Realising Impact have positive and negative consequences
 - Several ways in which those consequences can be brought about and in which those impacts are felt by any number of individuals, groups, entities.
 - Discussing failure and success in relation to context through case studies
- **SESSIONS 6 & 7 Why Measuring matters**
 - LECTURE: 04h00
 - How To prove that entrepreneurship is effective in changing something in the world for the better.
 - How to demonstrate where entrepreneurship can make changes or adjustments to create even stronger results for beneficiaries.
 - How to To align your measurements with ventires strategy and the kind of funding you want to attract.
 - How To showcase your work for more effective marketing.
 - Case studies and best examples
- **SESSIONS 8 & 9 Quantitative Measures**
 - LECTURE: 04h00
 - Understanding Social impact measures for quantification purposes
 - How sto measure the magnitude of social impact that is created in a particular context.
 - Approaching the concept of additionality
 - Several impact criteria e.g., poverty alleviation, increase in health-care access
- **SESSION 10 & 11 Qualitative Measures**
 - LECTURE: 04h00
 - How to hunt for deals- in industrial term: generating deal flow
 - High quality deal flow
 - Primary source of leads
 - How to prioritize opportunities
 - Generating for quantity then narrowing for quality
 - How to identify and research megatrends and proactively reach out to those entrepreneurs who share a vision.
- **Session 12: Class presentations**
 - LECTURE: 02h00CODE: Tbc

Course title: SUSTAINABLE ENTREPRENEURIAL GROWTH

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: Vincent Lefebvre

Speakers:

- Nicolas Desclos
- Boris Flèche (Fédération Française de la Franchise)

≡ COURSE DESCRIPTION

Enacting growth in an entrepreneurial context is very different from the economic perspective of growth. Entrepreneurs leverage on similar growth strategies than those used by SMEs, namely: internal growth, external growth, franchising, internationalization; however, in practice, entrepreneurs do not strategize, they engage with entrepreneurship. Adopting a practice-oriented perspective, entrepreneurs mobilize the same knowledge as SMEs leaders, but the implementation of these strategies is different from that implemented in existing companies. Assuming bricolage as a standard of action and an effectual approach as a way to mobilize resources is the challenge entrepreneurs must face. When enacting growth, new ventures or organizations also take externalities into account and measure their own impact. Within this course, we will try to answer these main questions:

- What growth means in a new venture/organization context?
- How to design growth scenarios?
- How to cope with uncertainty?
- How to make growth sustainable?

≡ COURSE OBJECTIVES

Students will be able to:

- Design a growth scenario for a new venture or a new organization
- Elaborate a forecast based on a growth scenario
- Present a growth scenario to external or internal stakeholders
- Design a franchise scenario and respect the regulatory and organizational requirements relative to franchises
- Design a taking over or a business transfer scenario and respect the regulatory and organizational requirements relative to business transfers.

≡ TACKLED CONCEPTS

- Growth trajectory and scenario
- Growing-up and Scaling-up
- Organizational Bricolage
- Franchising
- Taking over / Business Transfer

≡ LEARNING METHODS

Lectures, case studies and practical approaches will be used.

Experiential learning: students will become podcasters and create a show based on the questions underlying the discipline and their own understanding of it. They will share their

podcast not only with the other students in class but also with the public through our podcast website.

Practitioner feedbacks from speakers.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Individual:

- podcast recording (identify an entrepreneur, commit him/her to record and share their experience, record, and share the material)

Collective:

- In entrepreneurial project teams, students collectively design a growth scenario and forecast sales and resources needed, including acquisitions.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Biga Diambeidou, M. and Gailly, B. (2011), “A taxonomy of the early growth of Belgian start-ups”, edited by Fayolle, A. *Journal of Small Business and Enterprise Development*, Vol. 18 No. 2, pp. 194–218.

Delmar, F. and Wiklund, J. (2008), “The Effect of Small Business Managers’ Growth Motivation on Firm Growth: A Longitudinal Study”, *Entrepreneurship Theory and Practice*, Vol. 32 No. 3, pp. 437–457.

Fisher, G., Kotha, S. and Lahiri, A. (2016), “Changing with the Times: An Integrated View of Identity, Legitimacy, and New Venture Life Cycles”, *Academy of Management Review*, Vol. 41 No. 3, pp. 383–409.

Gilbert, B.A., McDougall, P.P. and Audretsch, D.B. (2006), “New Venture Growth: A Review and Extension”, *Journal of Management*, Vol. 32 No. 6, pp. 926–950.

Kiss, A.N. and Barr, P.S. (2015), “New venture strategic adaptation: The interplay of belief structures and industry context: New Venture Strategic Adaptation”, *Strategic Management Journal*, Vol. 36 No. 8, pp. 1245–1263.

≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

If you think that your course might benefit from a different evaluation method instead of exam, please put your propositions here. It will be studied and validated (or not) by DPR.

≡ **SESSIONS**

- **SESSION 1: Course Introduction**
 - LECTURE: 02h00
- **SESSION 2: What growth means in an Entrepreneurship context**
 - LECTURE: 02h00
 - Distinguishing between growth as an outcome and growth as mechanism/process.
- **SESSION 3: Learner as podcaster exercise**
 - LECTURE: 02h00
 - Students will create a podcast show on entrepreneurial growth (content, script & collection)

- **SESSION 4: Starting-up to Scaling up & Internationalization**
 - LECTURE: 02h00
 - Building a growth scenario from starting-up to scaling-up. Internationalization as a scaling-up component.
- **SESSION 5: Franchising**
 - LECTURE: 02h00
 - Franchising is a two-side process. To better understand the mechanisms of franchising, both sides of the process will be studied: the franchisees and the franchisors.
- **SESSION 6: Franchising**
 - LECTURE: 02h00
 - Franchisee's perspective.
- **SESSION 7: Franchising**
 - LECTURE: 02h00
 - Franchisor's perspective.
- **SESSION 8: Business Acquisition – Business Transfer**
 - LECTURE: 02h00
 - Fundamentals of Business Acquisition and Business Transfer.
- **SESSION 9: Business Acquisition – Business Transfer**
 - LECTURE: 02h00
 - Process and practices of Business Acquisition and Business Transfer.
- **SESSION 10: Business Acquisition – Business Transfer**
 - LECTURE: 02h00
 - Case study or own project application.
- **SESSION 11: Coaching Session**
 - LECTURE: 02h00
 - Students from Tech/Innovative Impact Ventures develop their growth scenario and detailed road map.
 - Students from Intrapreneurship & Coaching act as coaches giving feedbacks and recommendation.
- **SESSION 12: Coaching Session**
 - LECTURE: 02h00
 - Students from Tech/Innovative Impact Ventures develop their growth scenario and detailed road map.
 - Students from Intrapreneurship & Coaching act as coaches giving feedbacks and recommendation.

CODE: Tbc

Course title: MAD Courses – **Online course**

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: Tbc

≡ **COURSE DESCRIPTION**

Schools, universities, and businesses collaborate with changemakers and communities directly experiencing and solving global issues linked to the UN SDGs. MAD leverages digital storytelling to create online, interactive courses, providing a structured platform for students to engage and apply change-making tools to hands-on projects.

MAD is all about **experiential learning** - students see first hand how global issues affect people, prompting them to take action.

➔ Descriptive syllabus and details to be confirmed

CODE: Tbc

Course title: DEEP-TECH INNOVATION AND ENTREPRENEURSHIP PROCESS

Track 1 : Tech & Impact Ventures

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: External Vacataire

≡ **COURSE DESCRIPTION**

Emerging technologies and the mindset of deep tech entrepreneurs will drive the next wave of innovation and will have far-reaching effects on the economy, business, and society. Deep tech companies employ cutting-edge technologies like AI, synthetic biology, nanotechnology, quantum computing, and fusion energy to address some of the world's most intractable challenges. This course will guide students how to move new technologies from the lab to the market and to find commercial uses for them. This course looks at how this deep tech entrepreneurship is taking shape and aims to support the development of ambitious technologies with potential impact, and help students find a pathway to market.

≡ **COURSE OBJECTIVES**

This course aims to push the development of new, ambitious technologies that have the potential to change the world and help them find a way to get to market.

Introduce deep-tech entrepreneurship
Identify the steps involved in deep tech entrepreneurship
Demonstrate the deeptech market and requirements

≡ **TACKLED CONCEPTS**

- Deep-tech entrepreneurship and innovation processes
- Technological products life cycles
- Challenges and how to tackle them
- Deep-tech market and marketing
- Ethics, data
IP and its processes

≡ **LEARNING METHODS**

- Lectures and case studies

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

De la Tour, A., Soussan, P., Harlé, N., Chevalier, R., & Duportet, X. (2017). From tech to deep tech. *Boston Consulting Group*, 52.

Nedayvoda, A., Mockel, P., & Graf, L. (2020). Deep Tech Solutions for Emerging Markets.

Ferreira, R., & Vardi, M. Y. (2021, March). Deep tech ethics: an approach to teaching social

justice in computer science. In *Proceedings of the 52nd ACM Technical Symposium on Computer Science Education* (pp. 1041-1047).

Perelmuter, G. (2021). *Present Future: Business, Science, and the Deep Tech Revolution*. Greenleaf Book Group.

≡ **EVALUATION METHODS**

Individual Exam: 50%

Continuous Assessment : 50%

≡ **SESSIONS**

- **SESSION 1: Kick-off**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures
- **SESSION 2 & 3: Deep tech innovation and entrepreneurship**
 - LECTURE: 04h00
 - What is deep tech innovation and entrepreneurship?
 - What are the steps? From ideation stage to product development design and its execution
 - Technological products life cycles
 - Case study to demonstrate the ecosystem
- **SESSION 4 & 5 Why Deep Tech?**
 - **LECTURE: 04h00**
 - What are rewards and risks in deep-tech innovation?
 - Identifying various engineering, innovation, market, customer challenges
 - Introducing methods to analyse these challenges and discussing approaches to tackle them
- **SESSION 6&7: Who are our users and competitors? Understanding Deeptech Market**
 - LECTURE: 04h00
 - Deep tech solution for emerging markets
 - Market push entrepreneuring- The process of taking an idea from the lab to the market and how to find commercial uses for new technologies.
 - How to understand users and work with them.
 - How to compete with competitors?
 - How to work with emerging technologies?
- **SESSION 8 & 9: HighTech Marketing and Business Models**
 - LECTURE: 04h00
 - It revealing the peculiarities of the development of High-Tech products and the specific features of companies and marketing strategies in the realm of High-Tech.
 - It provides an in-depth overview of the main approaches to High-Tech in business.
 - It provides real examples ranging from early-stage spin-off and startup companies to large-scale international frontier facilities CERN.

- **SESSION 10: Ethical data usage in an era of digital technology and regulation**
 - LECTURE: 02h00
 - Understanding ethical data usage in an era of digital technology and regulation
 - How to build a successful ethical and robust data-use programme in a startup
 - Align on company vision and beliefs
 - Discussed through Case studies
- **SESSION 11 Intellectual property and application and strategies for deep tech**
 - LECTURE: 02h00
 - Introducing Intellectual property (IP) as important for both innovators and investors
 - Discussing Deep strategies to protect and prevent IP.
 - Noticing the gap between what founders and legal strategists know, and we want to help close that gap.
 - It introduces basic overview of the different types of protection
 - Provides on to specific offensive and defensive case studies.
 - The second part show step-by-step how to file, use legal strategies, and get the most out of licensing or acquisition.
- **SESSION 12: Presentation of deeptech case studies in France**
 - LECTURE: 02h00
 - Students will present the conducted interviews with French deeptech startups.

CODE: Tbc
Course title: DEVELOPING TECHNOLOGICAL PROTOTYPES
Track 1 : Tech & Impact Ventures

Term: SPRING

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: (Filled in by Program)
Speakers: Jean- Marc Charlot

≡ **COURSE DESCRIPTION**

This hands-on course blends theory and practice to prepare and guide students to develop their prototypes. Students will have to put knowledge gained in lectures straight away into practice by preparing a deep-tech product prototypes on a chosen topic as team or individual. The students may want to continue on the entrepreneurial project idea that they started on the first semester. The students shall be encouraged to focus a deep-tech product that is related to their expertise and previous knowledge.

≡ **COURSE OBJECTIVES**

Students will learn to use technology and develop their projects

≡ **TACKLED CONCEPTS**

- Deep-tech entrepreneurship
- Technological products life cycles
- Lean Startup
- Agile Methodology

≡ **LEARNING METHODS**

Learning by practice

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will continuously work on their prototypes with intermittent presentation

≡ **EVALUATION METHODS**

Continuous Assessment: 50%
Final Project: 50%
(modulated by Peer Assessment if it is team project)

≡ **SESSIONS**

- **SESSION 1: Kick-off**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures

- **SESSION 2 & 3: Workshop /Maker Fab Lab**
 - LECTURE: 04h00
 - Introducing Agile Approach and Lean Startup as an incremental and learning approach to prototyping
 - Workshop on prototyping
 - Coaching and mentoring
- **SESSION 4, 5& 6 Workshop / Maker Fab Lab**
 - LECTURE: 06h00
 - Workshop on prototyping
 - Coaching and mentoring
- **SESSION 7 & 8 Interim Jury**
 - LECTURE: 04h00
 - Assessment of prototypes
- **SESSION 9 & 10 Workshop / Fab Lab**
 - LECTURE: 04h00
 - Workshop on prototyping
 - Coaching and mentoring
- **SESSION 11 &12 Workshop / Fab Lab**
 - LECTURE: 04h00
 - Workshop on prototyping
 - Coaching and mentoring

CODE: Tbc

Course title: ENTREPRENEURIAL FINANCE FOR INNOVATIVE STARTUPS

Track 1 : Tech & Impact Ventures

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: (External Vacataire- VC firm)

≡ COURSE DESCRIPTION

This entrepreneurial course is dedicated to the understanding of how to fund new ventures. The course will deliver content, techniques, trends, feedbacks from practice and research results from the early-phase funding (called “seed funding”) to the success of the new companies.

In the course, we will discover the financial tools available for different kind of new firms: loans, subsidies, crowdfunding, bonds, different forms of venture capital, and so on. We will also pay attention to the funding criteria, the funders and investors’ bias, the relevant techniques for investing and raising funds, and the technical issues related to the entrepreneurial finance field (assessing a business plan or financial documents, valuating an innovative start-up, negotiating terms, contracting via a shareholders’ agreement, etc.). The course will make sense for both traditional entrepreneur, start-uppers, future investors, and social entrepreneurs, in different countries.

≡ COURSE OBJECTIVES

The main objectives are the following:

1. Giving knowledge and skills for financing and/or raising funds for a new company
2. Improving the entrepreneurial culture of the attendees about the financial ecosystem around entrepreneurs

≡ TACKLED CONCEPTS

Entrepreneurial finance

Crowdfunding

Public financing

≡ LEARNING METHODS

This course will mix several methods, in order to stimulate the attendees and help them to develop knowledge and skills:

Traditional lectures

Practitioners’ pitches

Session of entrepreneurs in front of real business angels

Case-study

Simulations / investment game

≡ ASSIGNMENTS AND EXPECTED WORK

In terms of expected work, the students will have to work between several sessions for preparing the next session.

The evaluation will be based on: (i) ongoing evaluation with the due diligences for the business angels (session 6) and the investment game (session 12); and (ii) final evaluation with a MCQ based on the final case of the Msc.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

(in english)

Tenca et al., (2020), Entrepreneurial Finance: A Definitive Guide

Aleman and Andreoli (2018), Entrepreneurial Finance: The Art and Science of Growing

Smith et al., (2011), Entrepreneurial finance - Strategy, Valuation, and Deal Structure,

Stanford University Press

Lingelbach, D., (2022), De Gruyter Handbook of Entrepreneurial Finance, De Gruyter

(en français)

Le Pendeven, B., Abdesslam, M., (october 2015), Les nouveaux modes de financement des PME, study for Fondation pour l'Innovation Politique

Bessière, V., Stephany, E. (dir) (2015). Le financement de l'innovation, Editions de Boeck

Hafied, F., (2019), Capital-risque et financement de l'innovation, Editions de Boeck

Rédis, J., (2009), Finance Entrepreneuriale, Editions De Boeck

≡ **EVALUATION METHODS**

Individual Exam: 70%

Continuous Assessment: 50%

≡ **SESSIONS**

- **SESSION 1: Introduction + early-stage financing**
 - LECTURE: 02h00
- **SESSION 2 Public policies for financing entrepreneurs: grants, subsidies, tax exemptions- and guarantees**
 - LECTURE: 02h00
- **SESSION 3 Banks loans and entrepreneurs + case-study**
 - LECTURE: 02h00
- **SESSION 4 Crowdfunding**
 - LECTURE: 02h00
- **SESSION 5 Business Angels + business angels' real session of pitches**
 - LECTURE: 02h00
- **SESSION 6 Feedbacks from the students toward the business angels + Venture Capital: introduction**
 - LECTURE: 02h00
- **SESSION7 Venture Capital: market and different types of investors**
 - LECTURE: 02h00

- **SESSION 8 Venture Capital: practices and investment criteria**
 - LECTURE: 02h00
- **SESSION 9 Corporate Venture Capital and Impact Investing**
 - LECTURE: 02h00
- **SESSION 10 Bargaining power, start-ups' valuation and contracting the deal (shareholders agreement)**
 - LECTURE: 02h00
- **SESSION 11 Post VC deals: investors-entrepreneurs' relations and exits**
 - LECTURE: 02h00
- **SESSION 12 Investment Game**
 - LECTURE: 02h00

CODE: Tbc

Course title: BUILDING A NEW VENTURE: ORGANIZATIONAL, MANAGERIAL AND LEGAL ISSUES

Track 1: Tech & Impact Ventures

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: (Name of teachers)

Claire Champenois (18 hours)

Caroline Erol (6 hours)

≡ **COURSE DESCRIPTION**

To implement their idea and make their project work, entrepreneurs need to create a new venture – be it for profit or not. They go through a process of new organisation creation, which means moving from a few individual founders to an organized group of employers and employees working together and striving for cooperation and collective efficiency. This process is a difficult one entailing paradoxes : entrepreneurs want to remain flexible and agile while structuring their venture and formalizing their work processes, their managerial and human resource management practices. They need to remain both entrepreneurial and well structured. The course will provide students with an understanding about the rationale and tensions inherent to the process of building new ventures. It will shed light on the challenges and some good practices or methodologies to building entrepreneurial venture. Building a new venture also implies legally incorporating the company/organisation, and writing several types of contracts.

≡ **COURSE OBJECTIVES**

At the end of the course, students will:

- Understand why entrepreneurs need formal organizations, what for;
- Know how to build an entrepreneurial AND efficient / sustainable organization: they will know what the main elements are for building a formal entrepreneurial organization; they will have learned a methodology of building a growing venture aligned with the entrepreneur's purpose and values; they will know some key practices of management and HRM sustaining growth; they will have discovered and reflected upon several real cases ;
- Know what a good leadership / management are for entrepreneurial ventures ;
- Have developed knowledge about their own values, organisational purpose, managerial preferences, and how this can imprint the venture they might create in the future.
- Know how to legally incorporate a new venture, how to write the first contracts (with clients, partners, employees)
- Be aware of the main legal pitfalls when starting a new venture [to be rephrased by the vacataire]

≡ **TACKLED CONCEPTS**

- Organisation creation
- Building a new venture, venturing
- Formal organization
- Post-bureaucratic organization : Holacracy, liberated firms
- Management by values
- Commitment-based organisation
- Mission
- values
- (Entrepreneurial) leadership
- Recruitment, Pay
- Legal aspects

≡ **LEARNING METHODS**

Lecture

Case studies

Testimony of a founder / CEO

Video

Debates

≡ **ASSIGNMENTS AND EXPECTED WORK**

Case study preparation and discussion in class

Preparation of questions for testimony

Exercises in class

≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%.

≡ **SESSIONS**

- **SESSION 1: Key ingredients to build an organization (1/2)**
 - LECTURE: 02h00
 - Organisation creation
 - Building a new venture, venturing
 - Formal organization
 - Organigrams
 - Reflection on student's own professional experiences

≡ **SESSION 2: Key ingredients to build an organization (2/2)**

- LECTURE: 02h00
- Work organisation and managerial role (Division of work, hierarchy)
- Post-bureaucratic organization : Holacracy, liberated firms
- Testimony

≡ **SESSION 3: Why do we need a formal organization?**

- LECTURE: 02h00
- Cooperation
- Equity
- Efficiency, sustainability
- transparency

- **SESSION 4: Identifying values and purpose to build and grow an organization**
 - LECTURE: 02h00
 - Methodology of growing an organisation (based on mission and values)
 - Exercise to apply it.
- **SESSION 5: What is a good leadership and management for an entrepreneurial venture?**
 - LECTURE: 02h00
 - Entrepreneurial leadership
 - Video
 - Debate
- **SESSION 6: Managerial practices fueling growth and sustainability (Title)**
 - LECTURE: 02h00
 - Management by values
 - Commitment-based organisation
 - Case Study

CODE: Tbc

Course title: STRATEGIC FORESIGHT FOR INNOVATION AND ENTREPRENEURSHIP
Track 2: Entrepreneurial Ecosystem

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: Nil Gulari

Speakers: Nil Gulari and Daniel Evans

≡ **COURSE DESCRIPTION**

Innovation is imperative to the success of the venture and an essential driver of economic value. In today's rapidly changing and uncertain business environments, the future is no longer forecasted, it is prepared. Organizations are proactively having to scan their environments to better understand the future. In this course the students will explore becoming innovation leader through foresight. This course is delivered in three parts. The first part is focused on scanning for signals. Here the students will learn how to identify, ^[OBJ]interpret, ^[OBJ] and prioritize signals of change in complex systems. It will guide students in understanding global trends, perspectives, and various stakeholder viewpoints. The second part focuses on developing scenarios. Here, the students will build powerful scenarios-narratives while actively managing diverse stakeholder perspectives. The third part will focus on crafting strategies, that is systematically developing alternative strategies that can robustly challenge industry norms and creating new ways of thinking, entrepreneurship, intrapreneurship, and innovation. Following these three parts will allow students to explore long-term thinking in today's environment with particular focus on entrepreneurship and innovation.

≡ **COURSE OBJECTIVES**

- Understand Innovation processes and management
- Learn to read the signs of change and push beyond typical roadblocks to innovative and strategic thinking
- Develop a set of strategies that will help you adjust in the short, the medium, and the long term.
- Quickly transition from planning to implementation by using available tools and frameworks

≡ **TACKLED CONCEPTS**

Innovation processes
Strategic Foresight
Future thinking

≡ **LEARNING METHODS**

Lecture, Case Studies, workshop, in class exercises

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will actively participate in 3 mains workshops, scanning for signal, developing scenarios and crafting strategies.

Audencia Business School – Entrepreneurship & Innovation for Impact – September 2024 / April 2025

≡ BIBLIOGRAPHY – COURSE MATERIAL

Ringland, G. (2010). The role of scenarios in strategic foresight. *Technological Forecasting and Social Change*, 77(9), 1493-1498.

Brown, A. D., & Barnard, B. (2018). Entrepreneurship, innovation and strategic foresight: How entrepreneurs engage the future as opportunity. *Available at SSRN 3295996*.

Haddawee, A. H. (2018). The impact of strategic foresight on strategic entrepreneurship. *The International Journal of Social Sciences and Humanities Invention*, 5(5), 4687-4692.

≡ EVALUATION METHODS

Individual Exam: 50%

Team Project: 50%

≡ SESSIONS

- **SESSION 1: Kick-off and Introduction**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures
 - The importance of this course for entrepreneurs, intrapreneurs and wider actors in the support ecosystem
 - Barriers to innovation, risks and rewards
 - Importance of strategic foresight
 - Teaming up and team building activities
- **SESSION 2: Defining the terms**
 - LECTURE: 02h00
 - Introduce terms and concepts around Strategy and Innovation to provide necessary background to the students
 - Forms of innovation
 - Foresight
 - Long term thinking
 - Preparation for the coming session: what are the current trends in technology and culture and how to read them
- **SESSIONS 3,4 & 5: Scan for signals**
 - LECTURE + WORKSHOP: 06h00
 - Identify, interpret, and prioritize signals of change in complex systems
 - Seeing the perspectives of diverse stakeholders
 - Recognize biases and how to overcome them when collecting and interpreting insights
- **SESSIONS 6, 7 & 8: Develop Scenarios**
 - LECTURE + WORKSHOP: 06h00
 - Build powerful scenario narratives while actively managing diverse stakeholder perspectives.
- **SESSIONS 9, 10 & 11: Craft Strategies and Innovation**
 - LECTURE + WORKSHOP: 06h00
 - Systematically develop alternative strategies that can robustly challenge industry norms
- **SESSION 12: In class presentations of scenarios**
 - LECTURE: 02h00

CODE: Tbc
Course title: COMMERCIAL JUDGMENT
Track 2: Entrepreneurial Ecosystem
Term: SPRING

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: (Filled in by Program)
Speakers: (External Vacataire- VC firm)

≡ **COURSE DESCRIPTION**

Venture capital has become an essential driver of economic value. Venture capitalists have played a key role in the economy for decades by satisfying a vital market need by bringing together entrepreneurs with good ideas but no capital and investors with capital but no ideas. While the firms they've supported, including Amazon, Apple, Facebook, and Google, are often in the news, little is known about what venture capitalists truly do and how they create value. This course introduces theory and best practices related to commercial foresight, innovative insight and judgement. This will guide students analysing entrepreneurial projects and the ability to find an exit. The course provide insights on how venture capitalists seek for transactions, evaluate and exclude opportunities, add value to portfolio companies, structure agreements with founders.

≡ **COURSE OBJECTIVES**

Describe how to hunt for deals and assess opportunities/deals
Explain how to add value to portfolio companies
Demonstrate how Venture Capitalists Make Decisions
Clarify how to interact and support the startup after investment
Discuss how to manage relationships with limited partners (who provide the capital VCs invest).

≡ **TACKLED CONCEPTS**

Evaluating and excluding opportunities
Creating value to portfolio companies
Structuring agreements with founders
Networking in Entrepreneurial ecosystem
Systemic financial discrimination

≡ **LEARNING METHODS**

Lecture, Case Studies, in class exercises

≡ **ASSIGNMENTS AND EXPECTED WORK**

(Homework/Exercises/readings asked to students to prepare the session or in-class exercises)

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Gompers, P. A., Gornall, W., Kaplan, S. N., & Strebulaev, I. A. (2020). How do venture capitalists make decisions?. *Journal of Financial Economics*, 135(1), 169-190.

Milkova, M., Andreichikova, O., & Andreichikov, A. (2018). Venture capitalists decision making: Applying analytic network process to the startups evaluation. *International Journal of the Analytic Hierarchy Process*, 10(1), 2-19.

Zacharakis, A. L., & Meyer, G. D. (1998). A lack of insight: do venture capitalists really understand their own decision process?. *Journal of business venturing*, 13(1), 57-76.

≡ **EVALUATION METHODS**

Individual Exam: 50%

Continuous Assessment: 50%

≡ **SESSIONS**

- **SESSION 1: Kick-off and Introduction**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures
 - Team building activity and setting up the team
- **SESSION 2 The role of VCs in Entrepreneurial Ecosystems**
 - LECTURE: 02h00
 - Understanding the process and several steps involved
- **SESSION 3: Hindsight and foresight in judgments under uncertainty**
 - LECTURE: 02h00
- **SESSION 4: How Venture Capitalists Make Decisions**
 - LECTURE: 02h00
- **SESSION 5: How to hunt for deals and assess opportunities**
 - LECTURE: 02h00
 - How to hunt for deals- in industrial term: generating deal flow
 - High quality deal flow
 - Primary source of leads
 - How to prioritize opportunities
 - Generating for quantity then narrowing for quality
 - How to identify and research megatrends and proactively reach out to those entrepreneurs who share a vision.
- **Session 5: How to assess opportunities/deals**
 - LECTURE: 02h00
 - Standard financial-analysis techniques to assess deals.
 - The most commonly used metrics on ROI
 - Internal Rate of Return
 - Derisking power dynamics in startups
 - Company valuation
- **SESSION 6: How to add value to portfolio companies**
 - LECTURE: 02h00

- Exits vary, How to identify big exits that create bigger value for the portfolio companies
- How to network and provide value to companies
- **SESSION 7: How to structure agreements with founders**
 - LECTURE: 02h00
- **SESSION 8: How to interact and support the startup after investment**
 - LECTURE: 02h00
- **SESSION 9: How to manage relationships with limited partners (who provide the capital VCs invest).**
 - LECTURE: 02h00
 - How manage portfolio companies post-investment
- **SESSION 10: How VC firms organize themselves**
 - LECTURE: 02h00
 - Working hours
 - Organisational structures
- **SESSION 11: Diversity and ethics in VCs**
 - LECTURE: 02h00
 - How to improve the diversity in portfolio
 - How to avoid systemic financial discrimination
 - Analysing roadblocks for underrepresented minorities, women and race.
- **SESSION 12: In class presentations of interviews with venture capitalists.**
 - LECTURE: 02h00

CODE: Tbc

Course title: CORPORATE ENTREPRENEURSHIP AND POLITICS

Track 2: Entrepreneurial Ecosystem

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: Virva Salmivaara

Speakers: Virva Salmivaara

≡ **COURSE DESCRIPTION**

The course “Corporate Entrepreneurship and Politics” introduces students to the context of intrapreneuring in corporate environment. The course discusses topics including organisational politics, company culture, company policy, and various organisational structures in order to enhance the students’ understanding of how these issues impact the introduction of entrepreneurial projects and innovations in a corporate setting. At the end of the course, the students should be able to navigate the complexity and status quo of corporations when implementing intrapreneurial activities.

≡ **COURSE OBJECTIVES**

The course develops the students’ abilities in the following areas:

- Developing an understanding of the key theoretical concepts around corporate politics and company culture
- Learning about the strategies of intrapreneuring in a corporate setting
- Critically assessing the corporate environment for intrapreneurship
- Presenting their analytical insights in an engaging manner

In addition to enhancing their theoretical knowledge and critical thinking skills, the course equips the students with skills of navigating the corporate environment when conducting risky and innovative projects and of providing a fertile ground for intrapreneurial activities as managers of large corporations.

≡ **TACKLED CONCEPTS**

- Organisational politics
- Company culture
- Company policy
- Organisational structures
- Remuneration practices
- Corporate values
- Social and commercial corporate innovations
- Conflict resolution
- Change management

≡ **LEARNING METHODS**

- Lectures, case studies, independent work and experiential learning

≡ **ASSIGNMENTS AND EXPECTED WORK**

(Homework/Exercises/readings asked to students to prepare the session or in-class exercises)

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Campton, J. (2022). Corporate entrepreneurship culture. In *Handbook of Research Methods for Organisational Culture*. Edward Elgar Publishing.

Grayson, D., McLaren, M., & Spitzeck, H. (2014). Social intrapreneurism and all that jazz: How business innovators are helping to build a more sustainable world. Greenleaf Publishing.

Perlines, F. H., Ariza-Montes, A., & Blanco-González-Tejero, C. (2022). Intrapreneurship research: A comprehensive literature review. *Journal of Business Research*, 153, 428-444.

Sathe, V. (2003), *Corporate Entrepreneurship: Top Managers and New Business Creation*, Cambridge University Press, Cambridge.

≡ **EVALUATION METHODS**

The work and evaluation consist of both individual and group work. The students submit a learning diary (individual work, 50% of the final grade) and do a case presentation of a selected company (group work, 50% of the final grade).

≡ **SESSIONS**

- **SESSION 1 Introduction**
 - LECTURE: 02h00
 - Kick of the module
 - Course procedures
 - Introduction to intrapreneurship and corporate entrepreneurship, culture and politics (2 h)
- **SESSION 2 : Understanding basics and foundational elements**
 - LECTURE: 02h00
 - What is intrapreneurship and how it is different than entrepreneurship
 - Understanding key concepts and roles in relation to intrapreneurship. Who is involved?
 - Organisational politics
 - Company culture
 - Company policy
 - Organisational structures
- **SESSION 3: Who are our competitors? Can/should we enter to this market?**
 - LECTURE: 02h00
 - Market size of the problem and potential solution
 - Competitor and market analysis -The price of poker

- **SESSION 4, 5 & 6: Rewards and risks of intrapreneurship in corporations**
 - LECTURE:6h00
 - What are the risks involved in intrapreneurship?
 - What are the rewards involved in intrapreneurship?
 - Success case study
 - Failure case study
- **SESSION 7 & 8 Barriers of intrapreneurship: organizational networks and structures**
 - LECTURE: 04h00
 - What are the barriers of intrapreneurship?
 - It discusses how organization networks and structures are related to resistance to new ideas
 - What are the risks involved in intrapreneurship?
- **SESSION 9 & 10: Intrapreneurial company cultures**
 - LECTURE: 04h00
 - It discusses through examples of intrapreneurial company culture involves. What are the key characteristics? How can we create a culture that is supportive of realising new opportunities?
- **SESSION 11 & 12 Presentation of Case studies**
 - Lecture 04h00
 - The students will present their case studies

CODE: Tbc

Course title: ENTREPRENEURIAL FINANCE FOR INNOVATIVE STARTUPS

Track 2: Entrepreneurial Ecosystem

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒ English ☐ French

Course leader: (Filled in by Program)

Speakers: (External Vacataire- VC firm)

≡ COURSE DESCRIPTION

This entrepreneurial course is dedicated to the understanding of how to fund new ventures. The course will deliver content, technics, trends, feedbacks from practice and research results from the early-phase funding (called “seed funding”) to the success of the new companies.

In the course, we will discover the financial tools available for different kind of new firms: loans, subsidies, crowdfunding, bonds, different forms of venture capital, and so on. We will also pay attention to the funding criteria, the funders and investors’ bias, the relevant technics for investing and raising funds, and the technical issues related to the entrepreneurial finance field (assessing a business plan or financial documents, valuating an innovative start-up, negotiating terms, contracting via a shareholders’ agreement, etc.). The course will make sense for both traditional entrepreneur, start-uppers, future investors, and social entrepreneurs, in different countries.

≡ COURSE OBJECTIVES

The main objectives are the following:

3. Giving knowledge and skills for financing and/or raising funds for a new company
4. Improving the entrepreneurial culture of the attendees about the financial ecosystem around entrepreneurs

≡ TACKLED CONCEPTS

Entrepreneurial finance

Crowdfunding

Public financing

≡ LEARNING METHODS

This course will mix several methods, in order to stimulate the attendees and help them to develop knowledge and skills:

Traditional lectures

Practitioners’ pitches

Session of entrepreneurs in front of real business angels

Case-study

Simulations / investment game

≡ ASSIGNMENTS AND EXPECTED WORK

In terms of expected work, the students will have to work between several sessions for

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preparing the next session.

The evaluation will be based on: (i) ongoing evaluation with the due diligences for the business angels (session 6) and the investment game (session 12); and (ii) final evaluation with a MCQ based on the final case of the Msc.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

(in english)

Tenca et al., (2020), Entrepreneurial Finance: A Definitive Guide

Aleman and Andreoli (2018), Entrepreneurial Finance: The Art and Science of Growing

Smith et al., (2011), Entrepreneurial finance - Strategy, Valuation, and Deal Structure, Stanford University Press

Lingelbach, D., (2022), De Gruyter Handbook of Entrepreneurial Finance, De Gruyter

(en français)

Le Pendeven, B., Abdesslam, M., (october 2015), Les nouveaux modes de financement des PME, study for Fondation pour l'Innovation Politique

Bessière, V., Stephany, E. (dir) (2015). Le financement de l'innovation, Editions de Boeck

Hafied, F., (2019), Capital-risque et financement de l'innovation, Editions de Boeck

Rédis, J., (2009), Finance Entrepreneuriale, Editions De Boeck

≡ **EVALUATION METHODS**

Individual Exam: 70%

Continuous Assessment: 50%

≡ **SESSIONS**

- **SESSION 1: Introduction + early-stage financing**
 - LECTURE: 02h00
- **SESSION 2 Public policies for financing entrepreneurs: grants, subsidies, tax exemptions- and guarantees**
 - LECTURE: 02h00
- **SESSION 3 Banks loans and entrepreneurs + case-study**
 - LECTURE: 02h00
- **SESSION 4 Crowdfunding**
 - LECTURE: 02h00
- **SESSION 5 Business Angels + business angels' real session of pitches**
 - LECTURE: 02h00
- **SESSION 6 Feedbacks from the students toward the business angels + Venture Capital: introduction**
 - LECTURE: 02h00
- **SESSION7 Venture Capital: market and different types of investors**
 - LECTURE: 02h00

- **SESSION 8 Venture Capital: practices and investment criteria**
 - LECTURE: 02h00
- **SESSION 9 Corporate Venture Capital and Impact Investing**
 - LECTURE: 02h00
- **SESSION 10 Bargaining power, start-ups' valuation and contracting the deal (shareholders agreement)**
 - LECTURE: 02h00
- **SESSION 11 Post VC deals: investors-entrepreneurs' relations and exits**
 - LECTURE: 02h00
- **SESSION 12 Investment Game**
 - LECTURE: 02h00

CODE: Tbc

Course title: MENTORING AND COACHING IN THE ENTREPRENEURIAL ECOSYSTEM
Track 2: Entrepreneurial Ecosystem

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: (Filled in by Program)

Speakers: Theory: External Vacataire -La Boussole and Montpollier Network
Practice: Pierre Durand

≡ **COURSE DESCRIPTION**

Good advice is priceless for a startup. Coaching and mentoring, which are beyond good advice, are essential to the entrepreneurial industry. It is crucial to business success as mentors may assist entrepreneurs in overcoming the obstacles they typically encounter in the early stages of their entrepreneurial endeavours. This course will guide students in finding out: what kind of support startups need the most. What are the best practices and frameworks to support them? How to help them access the human and financial capital they need to build powerful businesses and make a meaningful impact? This course blends theory and practice. The students will learn essential theories as well as observe and practice mentoring and coaching at the Incubator- Centrale-Audencia-Ensa.

≡ **COURSE OBJECTIVES**

Discover the ecosystem of support mechanisms/enablers
Identify best practices to support startups in their early stages
Learn the frameworks of supporting startups
Understand distinct roles of mentoring, advising and coaching

≡ **TACKLED CONCEPTS**

Coaching, mentoring and advising
Entrepreneurial ecosystem, organisations, programmes and actors
Listening and giving feedback
Behavioural aspects

≡ **LEARNING METHODS**

Lectures, Case studies, Experiential learning, Peer learning

≡ **ASSIGNMENTS AND EXPECTED WORK**

The students will follow a venture at the Incubator. Will do an observation and coaching log book that encompass observations, feedback and reflections.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Kuratko, D. F., Neubert, E., & Marvel, M. R. (2021). Insights on the mentorship and coachability of entrepreneurs. *Business Horizons*, 64(2), 199-209.

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St-Jean, E., & Audet, J. (2009). Factors Leading to Satisfaction in a Mentoring Scheme for Novice Entrepreneurs. *International Journal of Evidence Based Coaching & Mentoring*, 7(1).

van Coller-Peter, S. and Cronjé, J. (2020) 'The Contribution of Coaching and Mentoring to the Development of Participants in Entrepreneurial Development Programmes', *International Journal of Evidence Based Coaching and Mentoring*, 18 (2), pp.51-67.

≡ **EVALUATION METHODS**

Individual Exam: 50%

Individual diary of process and reflection on practice %30

Presentations of their observations and practice at the incubator %20

≡ **SESSIONS**

- **SESSION 1: Kick-off and Introduction**
 - LECTURE: 02h00
 - Introduction of course objectives and procedures
 - What is mentoring and coaching
 - The role of mentoring and coaching in entrepreneurship ecosystem and entrepreneurial success.
- **SESSION 2 & 3 Mentoring Frameworks and Best practices**
 - LECTURE: 04h00
 - This session introduces learning, listening and feedback and mentoring theoretical frameworks.
 - It discusses the approaches and cases of best Practices from France and around the world (the US - MIT and Techstars, YCombinator, and ProVeg acceleration programs)
- **SESSION 5: Observing mentoring at the Incubator**
 - LECTURE: 02h00
 - Meeting the Incubator team.
 - Hands-on activity of observing and listening.
- **SESSION 6: The Ecosystem of Enablers: Accelerators, Incubators.**
 - LECTURE: 02h00
 - This session displays a range of initiatives aimed at helping start businesses.
 - It offers an overview of both national and regional programmes and organisations.
 - It will help identify the perspectives of different actors, mentees, mentors and university and accelerator program administrators.
- **SESSION 7: Identifying the areas startup needs support**
 - LECTURE: 02h00
 - Based on best practices and empirical evidence, this session covers the areas where startups need support.
 - It displays obstacles and needs at different stages of the entrepreneurial journey. It discusses how to support them idea stage, seed stage and further along the journey.

- It Identifies the ways in which to help them access the human and financial capital they need to build powerful businesses.
- **SESSION 8: Behavioural Aspect of entrepreneurship**
 - LECTURE: 02h00
 - This session discusses how mentors can assist startup founders in their wellbeing and personal development while they create something entirely new in a rapidly changing, unpredictable world while taking enormous risks.
 - Discuss ways to eliminate limiting self-beliefs and imposter syndrome, and burnout.
- **SESSION 9: Observation Practice and Reflection**
 - LECTURE: 02h00
 - Students will observe and practice at the incubator, and then reflect on their observation relating to the theory learned.
- **SESSION 10: Observation Practice and Reflection**
 - LECTURE: 02h00
 - Students will observe and practice at the incubator, and then reflect on their observation relating to the theory learned.
- **SESSION 11: Observation Practice and Reflection**
 - LECTURE: 02h00
 - Students will observe and practice at the incubator, and then reflect on their observation relating to the theory learned.
- **SESSION 12: Final presentations of students' observations and log books.**
 - LECTURE: 02h00
 - Students will present their observations and log books.

ELECTIVES

Course title: ALTERNATIVE ECONOMIC MODELS

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

Capitalism is showing its limits and forcing us to reconsider our economic models, particularly that of limited companies. While the dimensions of CSR are increasingly taken into account in companies, and certain efforts through the choice of a company with a mission status can come to sanctify a new way of doing business, this is not enough. In addition to private and public companies, social enterprises as hybrid enterprises are trying to demonstrate another way of doing business that is closer to today's environmental and social challenges. In France, part of the State's missions is delegated to these organizations (retirement homes, children's homes, etc.), and they play a major role in our daily lives, as they are present in banking, sports, cultural and educational activities, etc. The aim of this course is to explore this hybrid economy, which must juggle economic balance with a social and/or environmental mission. This model could be the starting point for a reflection on the different ways in which public limited companies can be transformed to better align them with major societal challenges.

Course title: The art of communication : effective techniques for managers

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

How to deliver the right message, to the right audience (employees, customers, media, etc.), in the right format, whether for personal or corporate branding.

Skills covered include: data storytelling, powerful writing, media training, presentations and chairing meetings.

Sessions will include a high level of practical work, replicating as far as possible real-life business applications: employee presentations, investor pitches, press conferences, public meetings and media speaking. A large part of the course will involve role-playing, which will encourage students to improve their oral and written communication skills in situations as close as possible to the reality of organisations.

The sessions will take place at the Mediacampus to organise the role-playing in the TV and Radio studios.

The use of generative AI to produce some of the deliverables is also being considered (Text >Image > Video).

The elective will be led by two people to facilitate sub-group work and feedback.