



MASTER IN MANAGEMENT

Grande Ecole

M1
CHALLENGES CATALOG

2025-2026

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CHALLENGES

HOW TO SUCCESSFULLY IMPLEMENT CIRCULAR ECONOMY IN REAL LIFE

Enseignant(s) / Teacher(s): Nicolas SIZARET

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

How can companies redesign their business development approaches to meet environmental and sustainability challenges? 'Circular Economy' (CE) has become a very common answer to that question. Lots of academic frameworks have been developed to help design effective CE implementation strategies.

But what looks pretty straight-forward in a textbook can become an extremely complex challenge to tackle on the field: consider a large region with multiple stakeholders (corporations, local authorities), small and big, each carrying its own set of objectives and constraints (economic, environmental, social, political) often contradictory with one another. How to make them cooperate to build industrial synergies with benefits that are both economic and environmental for every stakeholder?

The course will provide an answer by offering participants total immersion in the management of an Industrial ecology program, experimenting with recipes to successfully implement collaborative projects that reconcile sustainable development and positive economic returns.

Students will first discover the general principles of CE (and more specifically its B-to-B component, Industrial ecology) and subsequently apply them through a serious game based on a real large scale circular economy program that unfolded in a region in France acknowledged for its pioneering approach to sustainable economic development. Dispatched in executive teams of real organizations, they will design and negotiate synergies in the field of water treatment, waste management, upcycling, eco-mobility, and sustainable tourism. In the process, they will confront stumbling blocks and failures, and use collective intelligence and creativity to overcome these obstacles.

At the end of the course, each team will report in front of the class on the synergies and deals it has reached with the other players. The teacher (former chief project manager of the industrial ecology program on which the serious game is based) will then share the "real story" of the project, as it unfolded in France.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Master the specifics of business project management in the field of circular economy / industrial ecology
2. Prepare and conduct strategic negotiations involving three or more business partners
3. Think creatively to turn constraints into opportunities, using a collaborative approach
4. Design multi-stakeholder B2B projects that are both economically and environmentally profitable

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Circular Economy

Industrial Ecology

Local development

Cooperation

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

- 1) Introducing circular economy and industrial ecology: definitions, benefits, state of the art
- 2) Role play

 part 1: case analysis and meeting with top management

 part 2: negotiations of industrial symbioses with other companies

 part 3: deal finalization

Day 2

- 3) Role play – Oral presentations of industrial symbioses achieved by each team
- 4) Public debate competition on sustainable development and business controversies
- 6) Takeaways: a practical toolkit for managers in the field of Circular economy and environment management

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
4. Extensive content	3. Significant content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	3. Significant contribution	3. Significant contribution	4. Extensive contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

- <https://theimpactinvestor.com/circular-economy-books/>
- <https://librairie.ademe.fr/dechets-economie-circulaire/>
- <http://www.referentiel-elipse-eit.org/>
- <https://institut-economie-circulaire.fr/>
- <https://www.ecologie.gouv.fr/leecologie-industrielle-et-territoriale>

METHODES PEDAGOGIQUES / TEACHING METHODS

EXAMPLE 1 (day 1) Extract of the role play

- 30' Internal team meeting to prepare a negotiation strategy with potential partners in the field of water management.
- 45' Negotiation meeting with two partner companies (topic: financial and technical conditions under which a private water treatment facility could be shared with 2 neighboring companies).
- 15' Internal meeting with company 'CEO' (this role will be played by the teacher), arbitration, final proposal.

EXAMPLE 2 (day 2) Public debate competition

Participants are dispatched in teams to tackle a current sustainability hot topic that is subject to strongly opposed opinions in the economic, political, or media sphere.

Example: The Dutch government made a historic decision: flights arriving at Amsterdam Schiphol airport will be capped to bring down pollution. Is this (Point of view 1) a promising solution for CO2 emissions OR (Point of view 2) a counterproductive ecological extravaganza?

Each team will build an argument supporting their position and defend it in front of the class during a time-constrained contradictory debate with the opposing team. At the end of the debate, the class will vote for the team with the most convincing advocacy arguments and we will discuss the underlying implications of the case.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Oral presentation of synergies (results of analysis and negotiations)</i>	<i>1h / team</i>	<i>100%</i>

Précisions complémentaires / Additional details:

Inventing and implementing value-added synergies with partner companies.

Each synergy will be described in detail in a formal written contract (technical description, financial implications, liabilities, governing rules).

Oral presentation by each team detailing the resulting synergies and the value added.

BIOGRAPHIE(S) / BIOGRAPHY

Nicolas Sizaret has 25 years of hands-on experience as a senior project manager in management consulting (McKinsey, Mercer, Oliver Wyman), the industry (Michelin), the public sector (Ministère de l'éducation nationale), local government (Région Auvergne Rhône Alpes) and non-government organizations (Biovallée, négaWatt). His areas of expertise include circular economy, industrial ecology, sustainable development, and education.

Nicolas has designed and conducted multiple training courses for universities and Grandes Ecoles (HEC, Supaéro, INSA Lyon, ...) as well as professional partners (ministère de l'énergie, ADEME, ...) in venture capital, circular economy, strategy consulting, and education.

Nicolas is also active in local politics (non-affiliated to a party) in the Drôme département as an elected official in local governments (conseiller intercommunautaire CCCPS / conseiller municipal Crest).

Curriculum: Ingénieur en chef territorial (France, 2010) ; MBA (Yale School of Management, New Haven, USA, 1997) Joint degree Ingénieur / M.Sc in Electrical Engineering (Centrale-Supélec France / Illinois Institute of Technology Chicago, USA, 1992).

CO-INTELLIGENCE: WORKING WITH ARTIFICAL INTELLIGENCE

Enseignant(s) / Teacher(s): Sébastien LAYE

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Students are expected to come to the classroom with their connected laptop and a free ChatGPT/Mistral/Claude account up and running, as the seminar alternates case studies and active engagements on their part vs more traditional lectures

SYNOPSIS / OVERVIEW

Attendants will be introduced to the AI revolution as it tremendously influences society, the workplace, but also classrooms. Participants will gain a foundational understanding of AI's origins, delve into its diverse applications within the enterprise sector, and explore innovative uses within the educational ecosystem. Through a blend of lectures, case studies, and interactive workshops, attendees will learn to harness AI technologies such as LLMs or RAGs, and explore text-to-text, text-to-image, and text-to-video applications. Once students will be able to go beyond the hype, they will also be introduced to the Economics of AI, a new fertile research field for economists, strategists and consultants, that will serve as the foundation to understanding ethics of AI and sustainability/diversity issues in implementing AI technologies in the workplace.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

At the end of the challenge:

1. Students will have developed a qualified and scientific understanding and appreciation of artificial intelligence
2. They will be capable to go beyond the hype surrounding these technologies, and precisely understand its practical applications in the classroom, in the workplace, and beyond in society; as students, managers, and citizens
3. They will harness the potential of this new co intelligence
4. Practically, they will also have developed skills in using/prompting the main AI systems and will have designed from the onset a dedicated AI chatbot (RAG Challenge).

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Intro

PaperClip AI little story

Overview of Attendants experience with AI and expectations

Defining Intelligence and AI

Overview of AI: Historical Developments

Technology Laws

Demo Neural Network

LLM Technology: explaining how chat GPT really works....

Demo LLM “under the hood”

Data, LLMs and human beings: towards objective-driven systems

AGI, ASI and Scaling Up Systems: an introduction

Class discussion of the concept of AGI and respective approaches to New Technologies

Generative AI

Class discussion of products and usages

AI for presentations and slides: Gamma AI demo

Synthesizing Information: Notebook LM

AI for visuals: Napkin AI

Smartphones and AI

Elements of Robotics and relations to LLMs

Discussion of AI-generated content

Agentic AI

Deep Research Agents

Market Research with Agents

Projects and Tasks with Agents and Chat GPT

Performing consulting with AI

AI in marketing: Icon (demo) the Chief Marketing Officer

AI in the workplace

Case study/ game: business plan competitions and fine tuning of prompting in the consulting industry

Discussion of Liberal Arts Skills and AI

Mapping of AI products for productivity

Challenges in using AI in the workplace

Debunking common myths about AI: game

The 4 principles of using AI in the workplace

The Jagged Frontier of AI skills

Classroom game: 3 teams: Team Humans vs Team Humans+ ChatGPT vs Team Humans+ChatGPT+ExpertSources

Tripartition of tasks

Quizz

Centaurs vs Cyborgs terminology

The importance of personas: case study

AI in data analytics and decision-making process

Enhancing customer experiences in AI: chatbots and personalization

Case study discussion: AI-driven innovation in the corporate field

AI and higher education

How to use AI at HEC

AI as a co assistant in the learning and teaching process

Chatbots in the education process and course design

The future of online learning and long-life learning

Demos: Ecobot and Metaverse Chatbot

Strategies for Transformation: Implementing AI solutions in the corporate world

Class Discussion on AI-driven Innovation in the Enterprise Sector

Developing an AI roadmap for businesses

The Chief AI Officer

New Jobs created by AI

The root causes of failure for AI Projects: paper discussion

Case study: successful AI integrations and lessons learned

Introduction to RAG and RAG project

2 hours: WORKSHOP/ DESIGNING AN AI VIRTUAL ASSISTANT

Students will work on choosing and then designing a simple no code AI-powered assistant, based on their understanding of AI usage

Selection of usage and business plan

Selection of source materials

UX/UI design

Demo

AI Agents in Finance: the example of Hebbia AI

AI Agents in Healthcare: Nabla

AI Agents in Coding: creating a no-code app with Lovable

Ethics and DIE considerations in the AI industry

Classroom discussion: unethical situations found out by students in using AIs systems

Philosophy: Alignment and Control Issues

Principal-Agent problem

Heuristic Laws

Ethical alignment solutions

Doomism or Singularity?

Case study: Gemini issues with DIE and how LLMs are really designed

AI data centers use of energy

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	3. Significant contribution	1. Minimal contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Co Intelligence Living and Working with AI. Ethan MOLICK

Research Papers (sent 48 hours before the seminar)

METHODES PEDAGOGIQUES / TEACHING METHODS

Presentations

Films/interviews

Discussions around reading and research papers, or press articles

General Discussions

Role play/Simulation

Using AI/software

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Final exam: MCQ + Case Study</i>	<i>1h30 individual</i>	<i>80%</i>
<i>RAG Project and class participation</i>	<i>2h Group</i>	<i>20%</i>

BIOGRAPHIE(S) / BIOGRAPHY

Sébastien LAYE is a French American entrepreneur and economist. After graduating from HEC and Sciences po, he worked as an economist and financial analyst for several banks and hedge funds in NYC. He then started several businesses in finance and technology, up to Aslan AI, a virtual AI assistants company, in 2023. He is also an author (last book on the Metaverse) and was a fellow research director for think tank Thomas More Institute from 2016 to 2023. He recently created the Economic Singularity Institute, a new international think tank dedicated to the Economics of AI.

BLOCKCHAIN AND THE CRYPTO WORLD

Enseignant(s) / Teacher(s): Nizar SAADANE

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	60	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

This two-day challenge offers a comprehensive overview of blockchain technology and its applications. Participants will delve into the history, techniques, and real-world examples of blockchain, while also exploring the use of crypto assets. Through group discussions and brainstorming sessions, attendees will generate innovative project ideas. The blockchain and the crypto world challenge culminates in project presentations, allowing participants to showcase their work and receive valuable feedback. This immersive experience provides a unique opportunity to understand and harness the power of blockchain technology for innovative projects and future endeavors.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Understand the fundamental principles and concepts of blockchain technology.
2. Gain knowledge of various applications and use cases of blockchain and crypto assets.
3. Develop the ability to generate innovative project ideas leveraging blockchain technology.
4. Acquire skills in project planning and validation.
5. Enhance presentation skills through showcasing their projects to an audience.
6. Experience an immersive learning environment that fosters collaboration, critical thinking, and problem-solving in the context of blockchain innovation.
7. Blockchain Technology: Understand the principles and workings of blockchain technology, enabling them to assess its potential applications in various industries.
8. Project Ideation and Planning: Generate innovative project ideas and develop comprehensive plans for implementing blockchain-based solutions.
9. Critical Thinking: Apply analytical skills to evaluate the suitability and feasibility of utilizing blockchain and crypto assets in real-world scenarios.

10. Presentation and Communication: Effectively communicate project concepts, benefits, and outcomes through compelling presentations.
11. Collaboration and Teamwork: Collaborate effectively within a group setting, leveraging diverse perspectives and skills to achieve project objectives.
12. Problem-solving: Apply creative problem-solving techniques to address challenges and obstacles encountered during the blockchain project development and implementation.
13. Knowledge Transfer: Transfer acquired knowledge of blockchain technology and its applications to contribute to informed decision-making and strategic planning in professional settings.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Blockchain, Crypto assets, Innovation, Project ideas, Presentations, Immersive learning experience.

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

10h00 - 10h15: Welcome speech and challenge & the rules explanation.

10h15 - 12h15: History, techniques and examples of the use of the blockchain.

12h15 - 12h30: Group designation.

12h30- 13h10: Brainstorming, Groups must come up with at least 3 ideas for innovative projects where Blockchain technology and/or crypto asset could be used.

14h00 - 14h30: Discussion (Groups/Nizar SAADANE) and Projects final validation.

14h30 - 15h30: Project plan validation.

15h30- 18h00: Project preparation.

Day 2

10h00 - 10h30: Q&A session.

10h30 - 12h15: Preparation of the presentations.

12h15- 13h10: Project Presentation.

14h00-17h00: Project Presentation.

17h30 – 18h00: Results and conclusion.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	3. Significant content

Précisions complémentaires / Additional details:

Environmental-related content (Moderate):

Analysis of the environmental impact of blockchain technologies, focusing on the differences between Proof of Work and Proof of Stake consensus mechanisms. Discussion on the energy consumption of crypto mining and the exploration of more sustainable alternatives.

Social-related content (Significant):

Exploration of social use cases for blockchain, especially its role in financial inclusion (providing access to financial services for unbanked populations, microfinance). Students are encouraged to incorporate these dimensions into their project ideas.

Governance-related content (Significant):

In-depth study of decentralized governance mechanisms such as Decentralized Autonomous Organizations (DAOs). Discussion focuses on transparency, collective decision-making, and the broader impact of these governance models on businesses and society.

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	2. Moderate contribution	2. Moderate contribution

Précisions complémentaires / Additional details:

Transformative Management (Significant):

By exploring disruptive blockchain technologies and their transformative potential across industries, students develop the ability to drive strategic change and rethink traditional business models.

Innovative Thinking & Problem Solving (Extensive):

Core to the challenge. Students engage in brainstorming, project design, and problem-solving activities, fostering creativity and critical thinking to develop innovative blockchain solutions.

Positive Leadership (Moderate):

Through team collaboration, project management, and public speaking during presentations, students practice essential leadership skills such as communication, motivation, and team coordination. While not the primary focus, these soft skills are embedded in the group dynamics and project delivery.

Sustainable Business Practices (Moderate):

Discussions on environmental impact, financial inclusion, and governance mechanisms encourage students to integrate sustainability considerations into their blockchain projects.

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Materials, business cases and articles will be given to the participants

Research Materials & Online Resources

METHODES PEDAGOGIQUES / TEACHING METHODS

- Informative and interactive lectures: history, techniques, and examples of blockchain technology. These lectures provide a foundation of knowledge and introduce key concepts.
- Group Discussions
- Brainstorming Sessions
- Project-Based Learning
- Presentations

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Participation</i>	<i>Individual</i>	25%
<i>Group project presentation</i>	<i>20 minutes</i>	75%

Précisions complémentaires / Additional details:

Project (blockchain, crypto and token)

BIOGRAPHIE(S) / BIOGRAPHY

Nizar SAADANE, an expert consultant, has over 26 years of experience in the banking sector, asset management, and within industrial companies. He has held positions such as Head of Control, Group CFO, and Senior Manager in France, as well as for the French subsidiaries of American and European groups. Nizar regularly acts as a top executive trainer for leading companies in banking, finance, innovation, and IFRS standards, both in France and internationally. Additionally, he is a professor of finance, digitalization, innovation in finance, and IFRS standards.

PLANET PURPOSE EXPERIGAME

Enseignant(s) / Teacher(s): Marie-Anne AYMERICH and Karen HAMILTON

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	50	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

You and your team will represent the C-Suite of a multinational company assigned to reflect, strategize, act on how to reach your organization's 2030 strategic goals. Which executive position will you take over? Will you be the CEO, the Chief Financial Officer, the Chief Marketing Officer?... You might not always agree with your fellow Board members when making tough decisions, so you will have to put all your hard and soft skills to play.

Throughout the course of the 2-day journey you'll be immersed in a holistic approach of ESG and its multidimensional facets (Strategy, Organization, Leadership, Innovation, Production, Human Resources, etc...) and reflect on the changes required by this new approach, at all levels.

It will be a memorable practical hands-on experience which should inflect and maximize your vision of purposeful companies and what it takes for leadership to drive this change.

Planet Purpose ExperiGame combines some learning sessions tackling different angles of a sustainable strategy together with a fun bespoke simulation platform to capture your strategy and compete with other teams.

In this journey you will have to take into account the new business stakeholders (Shareholders, Consumers, Partners, Employees, Planet, Society, etc.), and be challenged on your plans, living firsthand the tensions to "please" everyone or to have to make trade-offs because of finite resources.

A model (inspired from current MSCi/Sustainalytics models) will capture the results of your strategy and throughout the 2 days the scores will evolve (hopefully improve!) as you get a better understanding of the many components to run a sustainable business.

We will also welcome a guest speaker, Karen Hamilton, who will talk about the hurdles and challenges to implement a sustainable strategy.

And to give you a flavor of what you'll be experiencing, here is a teaser video [TEASER](#)

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Tension between business and sustainability
 - Participants will dive into the strategic importance of understanding the conflict that naturally arises between traditional business priorities, such as cost-cutting and profit maximization, and sustainability goals
2. It is a multi-stakeholder "game"
 - Within and throughout the game, participants are assigned with learning how to navigate multi-stakeholder dilemmas
3. Trust, Transparency and Disclosure
 - Participants will become informed of the strategic importance of trust and transparency mechanisms to run an ethical business compliant with regulations
4. Coalitions: the new Power
 - Participants will learn the importance of coalitions in the role they play in advancing sustainability initiatives through identifying how partnerships can drive ESG efforts
5. How to measure sustainability performance
 - Metrics and data analysis are applied throughout the platform in order to gauge and assess sustainability performance across business decisions for each individual team

Skills:

Participants will get a holistic understanding of Corporate Sustainability strategy, gaining insights on the real-world dynamics of sustainability transformation in terms of corporate strategy, management, finance, portfolio management, marketing, communications, supply chain, human resources, social impact, and non-financial reporting.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Sustainability, Strategy, Gamification

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1 (10h00-18h00):

- Introduction to the game
- Tension between business and sustainability
- Round 1 of the game
- It is a multi-stakeholder "game"
- Trust, Transparency and Disclosure
- Round 2 of the game

- Conclusions from Day 1

Day 2 (10h00-18h00):

- Coalitions: the new Power
- Round 3 of the game
- How to measure sustainability performance
- Round 4 of the game
- Final results & Prizes
- Conclusions & Commitments
- Final Evaluation Quiz

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
4. Extensive content	4. Extensive content	4. Extensive content

Précisions complémentaires / Additional details:

- **Environmental-related content:** How corporations are impacting the environment, and what they can and have to do about it, to reduce their footprint. Concepts that are included in Planet Purpose ExperiGame: strategy and carbon footprint, managing carbon emissions and adopting green energy solutions, reducing waste, recycling processes, and improving resource efficiency within their supply chains, sustainable products and Operations, biodiversity, measurement of impact
- **Social-related content:** How to build diverse and equitable workplaces, promote social justice, fair employee treatment, and equal access to opportunities. Participants are asked to tackle issues surrounding human rights and fair labor practices, while taking into consideration ethical sourcing. Teams are tasked with addressing practices that promote a positive workplace culture, emphasizing the strategic link between employee satisfaction and organizations performance.
- **Governance-related content:** Participants will simulate boardroom decisions and manage stakeholder expectations, in order to adequately navigate the competing internal and external pressures. Teams will face dilemmas that will require them to uphold ethical standards and transparency, to ensure corporate responsibility. Teams will explore governance frameworks that promote accountability, transparency, and long-term sustainability.

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	3. Significant contribution	4. Extensive contribution	4. Extensive contribution

Précisions complémentaires / Additional details:

- **Transformative Management:** Participants are set within an executive C-Suite to make key sustainability decisions, incorporating ESG trends into their strategy. They will use performance metrics in order to analyze the effectiveness of their choices across the ESG spectrum, and course-correct their actions
- **Innovative Thinking and Problem Solving:** The game demands multi-stakeholder scenarios which forces teams to think critically and creatively about how to balance competing ESG interests. Teams are highly encouraged to use creativity, collaboration, and ESG insights to craft practical, impactful strategies.
- **Positive Leadership:** The game builds leadership and teamworking skills as participants assume C-Suit leadership roles and collaborate to drive change. Decision-making skills are also emphasized, ensuring Decisions are made with integrity and taking account of the social impact they have.
- **Sustainable Business Practises:** As a product of the simulation, teams will make strategic decisions that affect all aspects of the ESG spectrum. The simulation equips participants with practical experience in integrating sustainability into daily operations, tying in business goals with real world sustainability objectives.

METHODES PEDAGOGIQUES / TEACHING METHODS

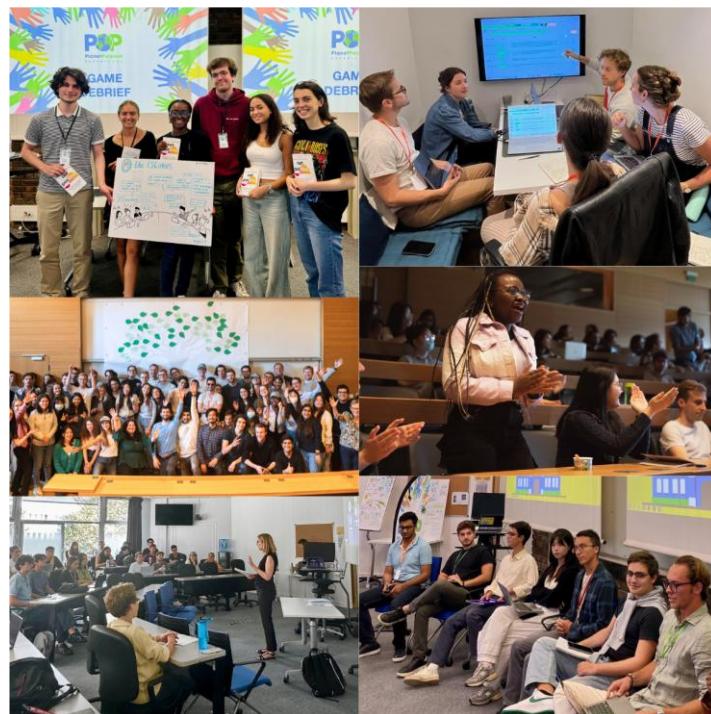
Planet Purpose combines traditional teaching techniques with gamification. The structure alternates presentations and role-playing game sessions in a “learn-apply-learn-apply” set-up, which increases engagement and retention. All the teachings are based on real case studies.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Groupwork and engagement</i>	<i>2 Days</i>	<i>60%</i>
<i>Quiz evaluating students' learning retention at the end of Day 2</i>		<i>40%</i>

Précisions complémentaires / Additional details:

Physical presence during the 2 days of the Experigame and full participation.



BIOGRAPHIE(S) / BIOGRAPHY

About Marie-Anne Aymerich, Planet Purpose Founder



Following a successful international career in FMCG and Luxury sectors, Marie-Anne has built a portfolio of senior advisory and non-executive roles. She is a non-executive Director of HALEON, the FTSE 100 ex-GSK Consumer Health Business, demerged and listed in July 2022, non-executive Director of Pierre Fabre Group, and Board Member of The Academy of St. Martin-in-the-Fields. She is also an angel investor where she focuses on start-ups with impact.

Throughout her 35-year executive career, she delivered a strong track-record of business performance and growth in brands and portfolio in both developed and emerging economies; As a senior leader with Unilever, she led several different personal care categories across France, Spain and the USA – including managing the Dove brand worldwide and leading Unilever's global Oral Care category. She also worked for LVMH as Brand General Manager of Dior Perfumes and Cosmetics Worldwide. Marie-Anne is HEC 87.

Guest Speaker: Karen HAMILTON, former Global Vice President of Sustainability at Unilever



A commercially-focused sustainability leader, Karen has extensive experience in a leading FMCG organization, driving impact, sales, and market share across global brands and areas such as climate, plastics, and sustainable sourcing.

Karen spearheaded the creation of Unilever's ground-breaking Sustainable Living Plan. During her time at Unilever, the company topped the Globescan Sustainability Leader Survey for over a decade and its 'sustainable living brands' grew twice as fast as the rest of the portfolio. She was responsible for embedding sustainability as "the way Unilever does business" across functions and geographies.

She convinced senior leadership of the commercial case for sustainability and innovated open-source tools to integrate social and environmental goals into the business model, such as Unilever's Five Levers for Change and Making Purpose Pay.

Karen has served as a General Assembly member of the Eco Beauty Score Consortium and as a Board member of The Sustainability Consortium.

Prior to her career in sustainability, Karen held various business, strategic and marketing positions.

THE FUTURE OF HEALTHCARE: BUSINESS CASE STUDIES

Enseignant(s) / Teacher(s): Aude NYADANU

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

This challenge explores the evolving landscape of healthcare through the lens of business strategy and innovation. Through a combination of lectures, case studies, group activities, and discussions, students will explore the challenges and opportunities in the healthcare industry, focusing on technological advancements, policy changes, and market dynamics. The workshop aims to equip students with the knowledge and skills to navigate and impact the future of healthcare.

Day 1 focuses on theoretical foundations in the morning, covering key trends, technological innovations, and regulatory impacts. In the afternoon, students immerse in a realistic prospective healthcare scenario to identify challenges and opportunities, beginning their business case reflection. Day 2 is dedicated to developing and refining the business case, with groups of 4-5 students crafting comprehensive strategic plans. The workshop concludes with group presentations and feedback sessions, fostering critical thinking, strategic planning, and effective communication skills essential for potential future healthcare leaders.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Understand the key trends and challenges in the future of healthcare.
2. Analyze business cases to identify strategic opportunities and risks.
3. Develop critical thinking and problem-solving skills specific to healthcare business scenarios.
4. Create strategic recommendations based on case study analyses.
5. Foster teamwork and collaborative problem-solving.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Healthcare, Prospective, Innovation, Strategy

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1: Theoretical Foundations and Scenario Immersion

Morning: Theoretical Foundations

We will delve into two main sets of topics to provide a comprehensive understanding of the future of healthcare. The first set of topics includes an overview of the current healthcare landscape, major trends shaping the future of healthcare such as advancements in technology, evolving policies, and demographic shifts, as well as identifying key challenges and opportunities within the healthcare business sector. The second set of topics focuses on specific technological innovations, including the roles of artificial intelligence, big data, and telemedicine in transforming healthcare. We will also examine the impact of healthcare policies and regulations on business strategies and explore various financial models and investment opportunities within the healthcare industry. This holistic approach ensures participants gain both a broad perspective and detailed insights into the dynamic field of healthcare.

Afternoon: Immersion in a Prospective Scenario & Beginning the Reflection for the Business Case

Each team (of 4-5 students) will explore a detailed, forward-looking healthcare scenario that highlights key issues and challenges, with an initial brainstorming and discussion. This immersive activity will set the stage for the reflection process required to develop a business case. Groups will engage in in-depth work on the assigned scenario, identifying key problems and opportunities, and developing initial strategic ideas and solutions.

The teacher will provide ongoing guidance and feedback to each group, ensuring a focused and productive reflection process. The preparation phase will conclude with each group outlining their business case, which they will further develop and present on Day 2. Each group will have to develop a product or service that addresses a major health issue in their scenario.

Day 2: Business Case Development and Presentation

On Day 2 of the workshop, participants will focus on Business Case Development and Presentation. Groups will continue to develop their business cases, emphasizing the creation of a comprehensive strategic plan that incorporates business models, policy impacts, and technological innovations. The teacher will provide ongoing support and feedback to ensure the development process is on track.

Groups will prepare their presentation materials, including slides and handouts, and rehearse their presentations. This structured approach ensures that each group is well-prepared to present their strategic solutions effectively.

At the end of the day, student will be evaluated by oral presentations and a knowledge assessment questionnaire.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	4. Extensive content	2. Moderate content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	4. Extensive contribution	2. Moderate contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Realistic prospective scenarios and Case studies:

Created by Aude Nyadanu, based on research work

Templates:

Created by Aude Nyadanu, to be filled during the workshops, with the key elements from the business case

Books:

- Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again, by Eric TOPOL
- The Future of Medicine: Technology AND the Human Touch, by Bertalan MESKO

Digital resources:

- The future of healthcare in Europe, A report from the Economist Intelligence Unit (The Economist)

Podcasts:

- Digital Health Today
- McKinsey on Healthcare
- (in French): Lowpital podcast on the healthcare system innovators "Les Transformateurs"
<https://lowpital.care/podcast>.

METHODES PEDAGOGIQUES / TEACHING METHODS

Theoretical teachings

Creative workshops in sub-group (business case)

Prospective scenarios.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
Knowledge assessment questionnaire	30 min, Student	30%

<i>Business case: filled template quality</i>	<i>4h, Group</i>	<i>30%</i>
<i>Business case: oral presentation</i>	<i>15 min, Group</i>	<i>40%</i>

Précisions complémentaires / Additional details:

You will be evaluated on:

- Knowledge assessment
 - Key takeaways from Day 1 theoretical teachings
- **Business Case Development**
 - Comprehensive and well-structured business case development.
 - Incorporation of theoretical concepts, financial models, policy impacts, and technological innovations.
 - Clear identification of key issues, strategic solutions, and implementation plans.
 - Quality of the oral presentation, communication skills.

BIOGRAPHIE(S) / BIOGRAPHY

Aude Nyadanu is an entrepreneur in healthcare who graduated from Polytechnique in 2015. She elaborates collaborative innovation methods adapted to the healthcare industry and spreads them by consulting and training offers. She has also worked for the biggest hospital in Europe (AP-HP) and for the French Ministry of Health.

DIVERSITY AND INCLUSION: SHARING THE WORLD, SHAPING THE WORLD

Enseignant(s) / Teacher(s): Cécile KOSSOFF

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	45	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

Corporations can no longer afford to miss the potential of over half of the world's talent. Beyond social fairness, it is a matter of performance. It's proven that diverse teams, and specifically diverse leadership teams, make better decisions, achieve optimal outcomes, and eventually higher financial results.

How to manage organisations to build inclusive and meritocratic environments? What mechanisms and infrastructures should be put in place in society and in companies to encourage a better sharing of work and family life, to recognise the different needs of different life cycles and to introduce real equality in professional opportunities and experiences? What public and corporate policies could do to better enable a (r)evolution of practices and mentalities? How can we change mindsets and reduce discrimination, whether it's linked to gender, ethnic or social origins, sexual orientation or disability? How can governments better support diversity and inclusion, so that a diversity of profiles, cultures and origins can evolve in equitable environments, embrace ambitious careers and participate fully in the creation of economic and societal value?

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

You will learn to build inclusive and meritocratic environments where all the best talents feel they can thrive and have equal opportunities; you will have an opportunity to shape yourself as an inclusive leader, and address your unconscious biases.

1. You will reflect about the concepts of inclusion, diversity, equity and discuss different forms of inequality and exclusion.
2. You will learn about the gender gap in business and how to build inclusive and meritocratic environments where all the best talents feel they can thrive and have equal opportunities.
3. You will reflect on public policies and how government can help shape a different, more equitable world.
4. You will learn how to influence the mindset and to develop a communication campaign aiming at creating change.

Skills:

The students will develop knowledge about diversity inclusion issues, in particular about the gender gap and persistent gender biases and myths. They will acquire structured thinking and tools to identify and address inequalities and discriminations of all forms and discuss issues with peers or stakeholders. They will learn how to act in organizations and at policy and government levels to fight stereotypes and discriminations, change mindsets, and set up more equitable and fairer corporate and social environments.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

- Diversity and inclusion & understanding the gender gap in the economy and business
- The reasons why, issues, barriers: myths and unconscious bias
- Inclusion, exclusion, belonging; beyond gender, building inclusive societies and organizations.
- Building equal opportunities and diverse ecosystems: approaches and measures that work

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

Morning:

- Presentation of facts, figures, issues and theoretical contributions on inclusion
- Focus on gender diversity in corporate management and decision-making bodies
- Organisation of the teams and the work

Afternoon:

- Start of discussions and group work
- Progress report at the end of the day

Day 2

Morning:

- Continuation of group work
- Progress report before lunch

Afternoon:

- Finalisation of the presentations
- Presentation of the work:
 - o Draft legislation
 - o National campaign - communication project/concept

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	4. Extensive content	3. Significant content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	3. Significant contribution	4. Extensive contribution	4. Extensive contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

PowerPoint presentations, videos

McKinsey & Company, Women Matter Research; Women Matter 2017, Time to accelerate: Ten years of insights into gender diversity- [Women Matter: Ten years of insights on gender diversity | McKinsey](#)

ForvisMazars, 2022, Myths and Barriers preventing the progression of women ([Report: Myths and barriers preventing the progression of women - Forvis Mazars Group](#))

[2023 Gender Social Norms Index \(GSNI\) | Human Development Reports \(undp.org\)](#)

METHODES PEDAGOGIQUES / TEACHING METHODS

Presentations, case studies, individual and group discussions, research project.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Participation in class and group discussions / exercises</i>	<i>Day 1</i>	<i>30%</i>
<i>Group research project and presentation</i>	<i>Day 2</i>	<i>70%</i>

Précisions complémentaires / Additional details:

Active listening and participation in class

Contributions to group discussions and exercises

Research project

Presentation of the findings.

BIOGRAPHIE(S) / BIOGRAPHY

Cécile Kossoff, Chief Brand, Marketing, Communication and Sustainability Officer, Europ Assistance Group (part of Generali group), member of the Group Management Committee, has developed a recognised expertise for years on the subjects of gender diversity and inclusive management. She is one of the co-authors of the "Women Matter" series of studies published by McKinsey and is regularly invited to contribute to the debate on gender equality in conferences and forums.

GLOBSTRAT – STRATEGIC MANAGEMENT SIMULATION

Enseignant(s) / Teacher(s): Ankur CHAVDA, Benedicte FAIVRE-TAVIGNOT, Georg WERNICKE, John MAWDSLEY, Nils PLAMBECK, and Leandro NARDI

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	100	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

GlobStrat Challenge is a comprehensive strategic management tool that enables participants to explore, understand, and handle the responsibilities of a corporate executive. Over an intense period of 2 days, participants work in teams and compete against other groups in a simulated market environment. In particular, GlobStrat focuses on the crucial stages of defining and implementing successful product-market and corporate strategies. GlobStrat is based on triple-bottom-line evaluation criteria (Profit, Planet, and People), allowing participants to explore the trade-offs among those three dimensions that underlie sustainable strategic choices.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Define a core strategy for a firm.
2. Coordinate the firm's range of activities around those activities.
3. Adapt a strategy to changing market conditions.

Skills:

Cooperation, Product Strategy, Marketing, Finance

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Management, Product Development

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

	Day 1:	Day 2:
10 :00		
11 :00	10 :00-11:30 (90 minutes), Introduction (plenary)	10:00-11:30 (90 minutes), Round 4 (groups)
12 :00	11:30-1:00 (90 minutes), Practice Round (groups)	11 :30-11:45 (15 minutes), Break 11:45-12:00 (15 minutes), Feedback Round 4 12:00-13 :00 (60 minutes), Lunch
13 :00	13:00-14:00 (60 minutes), Lunch	13 :00-14 :30 (90 minutes) Round 5 (groups)
14 :00	14:00-15:30 (90 minutes), Round 1 (groups)	14 :30-14:45 (15 minutes), Break 14:45-15:00 (15 minutes), Feedback Round 5
15 :00	15:30-15:45 (15 minutes), Break 15:45-16:00 (15 minutes), Feedback Round 1	15 :00-16 :30 (90 minutes) Preparation of Presentation (groups)
16 :00	16:00-17:30 (90 minutes), Round 2 (groups)	16:30-18:30 (120 minutes), Final Debrief
17 :00	17:30-17:45 (15 minutes), Break 17:45-18:00 (15 minutes), Feedback Round 2	
18 :00	18:00-19:30 (90 minutes), Round 3 (groups)	
19 :00	19:30-19:45 (15 minutes), Break 19:45-20:00 (15 minutes), Feedback Round 3	
20 :00		

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	3. Significant content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	1. Minimal contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Please read the GlobStrat User Guide carefully before our meeting. You will be given access to this guide a week before the course begins. If you have not taken any introductory microeconomics and strategy courses in the past, we recommend that you familiarize yourself with the topic by reading one of the following two books:

J. BARNEY, *Gaining and Sustaining Competitive Advantage*.

D. BESANKO, D. DRANOVE, M. SHANLEY, S. SCHAEFER, *Economics of Strategy*.

METHODES PEDAGOGIQUES / TEACHING METHODS

You will receive detailed information about your group allocation, team members, as well as instructions on how to login and register with our dedicated software. Please make sure that you familiarize yourself with the software before we begin our two-day journey.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Team Performance in the game</i>		60%
<i>Team Final Report presented during the final debriefing</i>	5 minutes	40%

Précisions complémentaires / Additional details:

Cooperate with your team members to compete with other groups and present a 5 slides summary of your experience.

BIOGRAPHIE(S) / BIOGRAPHY

Ankur CHAVDA is a professor of Strategy and Business Policy at HEC Paris. Prior to entering academia, Ankur worked in the tech industry at startups in New York, London and Tokyo as well as at Microsoft in Seattle. He had several roles at Microsoft, the last one focused on strategy for the Windows organization. Outside of the tech industry, he was a “stage” at the European Commission and a Fulbright scholar at the University of Iceland. Ankur received his PhD from the Massachusetts Institute of Technology.

Ankur studies the incentives for innovation within firms. His job market paper used Netflix's entry as a shock to television show production, exploring the trade-off between two approaches to creating innovative products: real options and commitment.

Benedicte FAIVRE-TAVIGNOT is Associate Professor of Strategy (education track faculty). She is co-founder and Executive Director of the S&O Institute (Society & Organizations Institute), aiming at developing at HEC a new way of thinking about the role of business in society, be it through teaching or research. She co-founded the HEC Chair “Social Business / Enterprise and Poverty” (2008) and the Master in Sustainable Development (2003). She also co-founded the Action Social Business, an incubator of social innovation involving firms together with public institutions and civil society organizations. She is board member of different foundations (Air Liquide Foundation, Schneider Electric Foundation, Bouygues Immobilier Foundation) and belongs to the Ethical Committee of La Croix Rouge. She is board member of a media company, and president of the board’s CSR committee. She is a member of the Scientific Committee of Standard&Poors Sustainable Finance, and also of the ESG club of IFA (‘Institut Français des administrateurs’). Her research focus is on reverse innovation; she’s studying the processes through which social businesses and Base of the Pyramid business models can be a lever for innovation and strategic renewal. She received her PhD in Management Sciences in 2012 (University Lyon 3). She worked before 15 years in the consulting industry, in Eurequip Consulting Group, and in Philips as a controller. She graduated from HEC (1988).

Nils PLAMBECK holds a Doctor rer oec. From the University of Hamburg, along with a Diplom Kaufmann with a focus on strategy and sociology.

His primary research interests concern the determinants and consequences of managerial and organizational cognition. He addresses questions of how cognition influences strategic change and firm's actions such as product innovations.

Georg WERNICKE is a professor of Strategy and Business Policy at HEC Paris.

Prior to joining HEC, he was on the faculty of Copenhagen Business School and a visiting scholar at Stern School of Business, the University of Antwerp, Kellogg School of Management, and INSEAD. Georg holds a Master’s degree in Business Administration from the Humboldt University of Berlin, an MA in Business Economics from the University College London, and a Ph.D. in Management from the University of Mannheim.

His general research focus is on topics in and the intersection of corporate governance and corporate social responsibility with a special emphasis on the role of the news media. Georg’s work has been published in several leading academic journals, including the *Academy of Management Journal*, *Strategic Management Journal*, and *Organization Science*. He has received several awards for this work, including the Oxford University Centre for Corporate Reputation Dissertation award.

John MAWDSLEY is an associate professor and current department co-chair in the Strategy and Business Policy department at HEC Paris. He received his Ph.D. in Strategic Management from the University of Illinois at Urbana-Champaign. His primary research interests seek to understand the drivers and impacts of strategy and performance in human capital intensive firms relating to those firms' professional workforce and client relationships. More generally, John is interested in topics related to demand-side strategy, the drivers and impacts of relational market ties, strategic human capital, and employee mobility. His Ph.D. dissertation was a finalist for the AOM Wiley Blackwell 2016 Outstanding Dissertation Award (BPS division), and his research has been published in *Organization Science*, *Strategic Management Journal*, *Journal of Management*, and *Advances in Strategic Management*. John has also contributed to an edited book on the management of professional service firms. His research has been shortlisted for several best conference paper awards and he has served in various elected roles for the Strategic Management Society and Academy of Management.

John currently teaches an elective course on strategy and management in professional services, and he teaches corporate strategy in the Executive MBA and PhD programs. He is also the incoming academic director of the Strategic Management MSc program.

Leandro NARDI is an assistant professor in the Strategy and Business Policy Department at HEC Paris and a research affiliate at the S&O Institute. He also holds visiting researcher appointments at INSEAD's Ethics and Social Responsibility Initiative and at Insper Metricis.

Leandro's research spans the vast intersection of strategic management and social performance, including topics such as strategic corporate social responsibility (CSR), socio-environmental impact, stakeholder strategy, social and public value creation, and sustainability. A key tenet of his research is the focus on a broad conceptualization of performance, comprising both financial and nonfinancial dimensions. In particular, he strives to understand how companies can reconcile profitability goals with positive socio-environmental impact.

Prior to joining the Strategy and Business Policy Department, Leandro was a research fellow with the S&O Institute at HEC Paris. He received his Ph.D. in Business Economics from Insper Institute of Education and Research. During his doctoral studies, Leandro held visiting research appointments at the David Eccles School of Business, University of Utah, and at INSEAD's Ethics and Social Responsibility Initiative.

HEC NEWS – BUSINESS HUMAN RIGHTS SPECIAL EDITION

Enseignant(s) / Teacher(s): Charles AUTHEMAN, Daniel BROWN, Florence LOEVE, HEC staff working on journalism and communication

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	45	In-person

Prérequis / Prerequisites:

Enrolled students will receive some background information to prepare the challenge. This will mainly include examples of reports on business & human rights issues that will help them find their own stories to report on.

SYNOPSIS / OVERVIEW

Business and human rights (BHR) is a broad field encompassing the relationship between business activities – by public or private actors – and human rights. It has been recognized as a policy priority by states and intergovernmental organizations and is increasingly being translated into business strategy. BHR is frequently in the public space either in newspaper reports or company statements.

During this challenge, students will be invited to focus on building strong BHR narratives and explaining complex stories to a large audience with little prior knowledge on the subject. Students will be supported by the teachers and guests of the challenge who have experience in business and human rights, journalism and communication. As a result of the challenge, participants will produce their own stories exploring different formats: text, multimedia, radio, or video.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

Through this activity, students will:

1. Get familiar with business and human rights, the associated framework, and pressing BHR issues in the global economy.
2. Learn how to tell stories on business and human rights issues and interact with experts in the field of BHR, journalism and communication.
3. Identify the issues they are interested in and develop, in small groups, a report using whichever format they are most comfortable with.
4. Present their stories to the rest of the challenge participants and, possibly, to a wider audience within the HEC community.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Corporate social responsibility, ESG, ethics, supply chain, compliance, human rights, labor rights, international trade, journalism, communication, storytelling

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

- Introduction to the challenge – Charles Autheman
- Journalism & communication 101 – Daniel Brown & Florence Loève
- Editorial conference and identification of story ideas
- Initial research, interviews, first draft and feedback from professors
- Debrief of the day

Day 2

- Introduction to day 2
- Finalization of the stories
- Mentoring and final editing with the professors
- Presentation of the final stories to the challenge participants and guests working in BHR

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	4. Extensive content	3. Significant content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	3. Significant contribution	3. Significant contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

1. Reporting Business and Human Rights: A Handbook for Journalists, Communicators and Campaigners, UNDP, 2021
2. Example of story ideas: <https://www.business-humanrights.org/en/latest-news/?&language=en>
3. Frankly speaking, a podcast on responsible business

METHODES PEDAGOGIQUES / TEACHING METHODS

Students will be organized as a newsroom. After having received initial guidance, they will be invited to find a topic and then research, interview, produce and edit the final story.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>In class participation</i>		20%
<i>Final group work presentation</i>		80%

BIOGRAPHIE(S) / BIOGRAPHY

Charles Autheman teaches business and human rights at HEC and works as a consultant for the International Labor Organization and other UN agencies on human and labor rights related issues. He is a former HEC and Sciences Po Paris alumnus and a member of the Global Business School Network for BHR where he leads the “supply chains and modern slavery” research cluster.

Daniel Brown is the Journalist and Editorial Coordinator at HEC Paris. He has been a journalist for English and French media for over 30 years reporting on international current affairs, global economics, French politics, African society, sports, and "world music".

Florence Loève is a business correspondent at Reuters in Paris where she covers France's top companies, breaking news or investigative stories. Prior to joining Reuters, she worked as a freelance journalist focusing notably on luxury and finance. Florence is a graduate of HEC Paris and CFJ.

PEOPLE, PLANET AND PROPERTY: COCOA INDUSTRY'S SUSTAINABILITY-PROFITABILITY

Enseignant(s) / Teacher(s): Christian VAN DELFT & Francis RAMIANDRASOA

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	40	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

The challenge immerses participants in a web-based business simulator, guiding them through the complexities of creating sustainable value in the cocoa industry. Participants manage a virtual chocolate milk company, facing the challenge of implementing a sustainable strategy under resource constraints. With a focus on **People, Planet, and Prosperity**, participants navigate real-life dilemmas, balancing profitability and sustainability while adhering to a limited budget. The challenge fosters cross-functional communication and strategic alignment among high-level roles to prioritize effectively. This experiential learning solution aims to bridge the sustainability skills gap by providing hands-on experience driving sustainable value chains, aligning with the **United Nations' Sustainable Development Goals** (SDGs), and equipping learners with practical skills for real-world application.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

- 1. Becoming Proficient in Sustainable Value Chains through Practical Learning:* Gain the expertise to harmonize **People, Planet, and Prosperity** for a thriving and eco-friendly enterprise. Participants will oversee all aspects of the value chain to ensure sustainability.
- 2. Bridging the Gap in Sustainability Skills:* This test encompasses most of the UN's Sustainable Development Goals, furnishing learners with authentic experiences in a secure, online simulation-based setting. It aims to help them harmonize the three-fold bottom line of people, planet, and prosperity while attaining favorable financial outcomes.
- 3. Putting Sustainability into Practice:* Acquire the skills to establish enduring value chains through a holistic methodology that accounts for all facets of the value chain. Enhance manufacturing processes, handle client anticipations, and engage with suppliers to establish a sustainable value chain.
- 4. Interactive Learning in a Realistic Virtual Setting:* Encounter the intricacies of balancing **People, Planet, and Prosperity** in a secure, interactive learning environment. Hone decision-making abilities and amass the expertise necessary to foster sustainable value chains.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1 (10h00-18h30)

Introduction to the simulation game

Sustainability and Value Chains: basic concepts and indicators

Part 1: Deep Dive and Explore Environmental

Definition of the concepts and methodology relative to Part 1

Rounds 1-2-3

Debrief and Conclusions from Day 1

Day 2 (10h00-18h30)

Part 2: Deep Dive and Explore Social

Definition of the concepts and methodology relative to Part 2

Rounds 4-5-6

Part 3: Deep Dive and Transform Your Business

Definition of the concepts and methodology relative to Part 3

Rounds 7-8-9

Final Results and Conclusions

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	3. Significant content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	3. Significant contribution	1. Minimal contribution	4. Extensive contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

People, Planet, Profit: Environmentally and Socially Sustainable Business Strategies, **Kit Oung**, *Business Expert Press*, 2022

https://www.dev-practitioners.eu/media/key_documents/SDGs_Booklet_Web_Eng.pdf

<https://www.peterfisk.com/wp-content/uploads/2020/04/People-Planet-Profit-by-Peter-Fisk-Free-edition-of-book-to-celebrate-the-50th-Earth-Day.pdf>

<https://www.linkedin.com/pulse/juggling-3ps-dealing-sustainability-supply-chain-ed-weenk-msc-pdeng>

METHODES PEDAGOGIQUES / TEACHING METHODS

The course will have a practical, workshop-type character, in which short factual and conceptual introductions will be followed by activities carried out in competing teams. In particular, we will use an innovative web-based business simulation called The Triple Connection during the course. It engages participants in making strategic decisions to prepare a company for a sustainable future. Working in teams of four, participants will represent the functional roles. They will be confronted with various cross-function, real-life, real-time dilemmas and trade-offs.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Results attained in Rounds 1-2-3 of the game (combining team competition and achieving predefined targets)</i>	<i>8h -Group In class – Day 1</i>	<i>30%</i>
<i>Short report/analysis concerning the performance attained during Rounds 1-2-3</i>	<i>0h15 Group Day 1</i>	<i>10%</i>
<i>Short online quiz recapitulative, focused on Rounds 1-2-3 of the first day (Multiple choice questions)</i>	<i>0h15 – Individual Day 1</i>	<i>10%</i>
<i>Results attained in Rounds 4 → 9 of the game (combining team competition and achieving predefined targets)</i>	<i>8h -Group In class – Day 2</i>	<i>35%</i>
<i>Short report/analysis concerning the performance attained during Rounds 4 → 9</i>	<i>0h15 Group Day 2</i>	<i>15%</i>

BIOGRAPHIE(S) / BIOGRAPHY

Francis Ramiandrasoa is a Lecturer at HEC Paris and an Expert in Operational Excellence at Alpine Cars. A specialist in Supplier Development and Supply Chain Finance, he has been advising and training numerous companies in Europe, Asia, and America over the last 30 years. He is a graduate of UTC, HEC Paris, Stanford, and MIT.

Christian Van Delft is an Associate Professor and the Head of the Information Systems and Operations Management department. He received a Ph.D. in Operations Management from HEC Genève (Switzerland). His research interests include Stochastic Optimization, Supply Chain Management, and Optimal Control. He has taught in various institutions (HEC-Genève, Ecole Centrale Paris, HEC-Lausanne, Ecole Polytechnique Fédérale de Lausanne).

SALES HACKING - BOOSTEZ VOTRE SUCCES PROFESSIONNEL AVEC UNE STRATÉGIE EFFICACE !

Enseignant(s) / Teacher(s): Stéphane MADOUEF et Vincent BERNARD

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	Français	40	Présentiel

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

Ce challenge vise à explorer les principes essentiels de l'art de la vente à travers de nombreux exemples pratiques et des conseils issus de situations réelles. Nous l'appliquerons à de nombreux domaines et vous expliquerons en quoi, ces principes pourront vous aider dans vos recherches de stage ou emploi. Des jeux de rôle seront utilisés pour permettre aux participants de saisir directement l'impact des techniques enseignées.

Ensuite, compte tenu de l'importance croissante de la technologie, nous présenterons les outils clés utilisés pour optimiser les performances (IA et non IA). Nous aborderons également des techniques de Growth Hacking, offrant ainsi aux participants des moyens concrets pour améliorer leur efficacité au quotidien.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Comprendre l'intérêt de travailler dès à présent sur son marketing personnel.
2. Réaliser que d'accéder à une personne, même connue, n'est finalement pas si compliqué.
3. Acquérir la capacité de générer chez son interlocuteur une profonde envie d'acheter.
4. Savoir clôturer une vente grâce aux stratégies mises en place.
5. Enfin, avoir une vision d'ensemble des outils de pointe utilisés par les startups pour faire croître leur business.

Compétences développées :

Capacité à promouvoir leur image personnelle de manière stratégique et efficace, en mettant en valeur leurs compétences, réalisations et valeur ajoutée.

Établir des contacts et interagir avec diverses personnes, y compris des personnalités connues, en utilisant des techniques de communication efficaces et en créant des relations professionnelles solides.

Acquérir les compétences nécessaires pour influencer positivement ses interlocuteurs et susciter un fort désir d'achat, en utilisant des techniques de persuasion et de présentation convaincantes.

Posséder une connaissance approfondie des outils et technologies de pointe utilisés par les startups pour stimuler leur croissance, permettant de rester à jour avec les dernières innovations dans le domaine du marketing et des ventes.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Personal branding, Vente, Growth Hacking, Innovation, Stratégie commerciale, Biais cognitifs

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Class	Topic	Readings	Assignments
Personal Branding	Réseaux sociaux, Influence	Six Degrees: The Science of a Connected Age (Watts, Duncan J.) LinkedIn: Tell Your Story, Land the Job (Jeff Norman)	Créer son plan d'action
Réseautage	Approches Direct & Indirect	How To Win Friends And Influence People. (Dale Carnegie)	Créer son plan d'action
Vendre & Acquisition digitale	Créer le désir d'achat par : Téléphone / Email / Website / Face-à-Face	Pitch	Mise en place d'une stratégie de vente
Biais cognitifs	Présentation des principaux biais	N/A	Jeu de Rôle
Négocier	Négocier son salaire	Getting To Yes (William Ury)	Débat
Growth hacking	Etat d'esprit & outils de Growth Hacking	Hacking Growth (Sean Ellis & Morgan Brown)	Jeu de Rôle

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	3. Significant content

Précisions complémentaires / Additional details:

- **Social-related content:** Éthique dans les techniques de vente et de persuasion, impact du personal branding sur l'égalité des chances, vente responsable

- **Governance-related content:** Transparence dans les stratégies de "growth hacking", respect de la vie privée et des données personnelles (RGPD) dans la prospection

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	3. Significant contribution	2. Moderate contribution

Précisions complémentaires / Additional details:

- **Transformative Management:** Développement de stratégies commerciales innovantes
- **Innovative Thinking & Problem Solving:** Techniques de "growth hacking" pour trouver des solutions de vente créatives
- **Positive Leadership:** Techniques d'influence et de persuasion éthiques pour mobiliser et convaincre

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Ouvrages :

- Six Degrees: The Science of a Connected Age (WATTS, Duncan J).
- LinkedIn: Tell Your Story, Land the Job (Jeff NORMAN)
- Hacking Growth (Sean ELLIS & Morgan BROWN)
- Getting To Yes (William URY)

Ressources numériques :

- La persuasion : [Stan Leloup chaîne YouTube](#)
- Vente : <http://www.cine-coaching.com/>

METHODES PEDAGOGIQUES / TEACHING METHODS

Le cours propose une approche combinant témoignages, tutoriels et études de cas, mettant particulièrement l'accent sur des défis réels. Ces derniers sont conçus pour permettre aux participants d'assimiler pleinement les concepts essentiels de la vente et de saisir l'importance cruciale de maîtriser cet art. Les outils présentés offriront une vision concrète de la réalité de la vente dans le monde contemporain.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
Travaux durant le challenge		30%

<i>Présentations de groupe</i>	<i>Pitch de 5/7 minutes</i>	70%
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Précisions complémentaires / Additional details:

Créer une stratégie de vente :

- Trouver des arguments & désamorcer des objections
- Créer un Pitch et/ou un script
- Acquérir un client
- Conclure une vente

BIOGRAPHIE(S) / BIOGRAPHY

Ce cours est coordonné par **Vincent BERNARD**, ancien directeur commercial et actuellement entrepreneur. Grâce à son expérience, il partagera de nombreux retours d'expérience concrets ainsi que des situations parfois atypiques auxquelles il a été confronté. Vincent est également un spécialiste des outils digitaux utilisés par les startups pour stimuler leurs ventes. [Vincent BERNARD](#)

Stéphane MADOEUF, ancien directeur commercial et Marketing, fondateur du startup launchpad d'HEC et actuel Directeur Académique de la majeure Digital Innovation et Accélération à HEC Paris, apportera une approche plus formelle et théorique en tirant des enseignements des témoignages de Vincent. [Stéphane MADOEUF](#).

ARE YOU A NEGOCIATOR? THE ART AND PRACTISE OF BUSINESS NEGOCIATION

Enseignant(s) / Teacher(s): Christophe DEBONNEUIL

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	40	In-person

Prérequis / Prerequisites:

No specific prerequisites. Basic understanding of business environment appreciated.

SYNOPSIS / OVERVIEW

This intensive 2-day challenge trains students in advanced business negotiation techniques through critical analysis of two emblematic approaches: the Harvard Method (collaborative) and the Stanford Method (competitive). The course critically examines power dynamics in negotiations, challenging the myth of "win-win" outcomes while developing practical skills through realistic business simulations. Students learn that negotiation outcomes favor the stronger party and develop strategies to build and leverage power effectively.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

- Master Power Dynamics:** Understand how power imbalances determine negotiation outcomes and develop frameworks for power analysis and enhancement
- Critical Method Comparison:** Analyze Harvard (collaborative force imposition) vs. Stanford (competitive realism) approaches to identify optimal application contexts
- Practical Skill Development:** Execute advanced negotiation techniques through immersive business simulations while building strategic networks

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Strategic Networking, Power Dynamics Analysis, Harvard Method, Stanford Method, Advanced Tactics, Sector Applications

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

- **Session 1 (3.5h):** Networking (1.5h) + Power Dynamics (2h)
- **Session 2 (3.5h):** Harvard Method theory (1.5h) + Practice (2h)
- **Session 3 (3.5h):** Stanford Method theory (1.5h) + Practice (2h)

- **Session 4 (3.5h):** Negotiation Tournament (2h) + AI Analysis + Synthesis (1.5h)

DAY 1 - THURSDAY, AUGUST 28, 2025

MORNING SESSION (10:00-12:30): NETWORKING & POWER DYNAMICS

I. Course Introduction (15 minutes)

- Core thesis: "Negotiation outcomes favor the stronger party"
- Power dynamics paradigm introduction

II. Networking Module (90 minutes)

- **Theory (45 min):** Human nature basics, ice breakers, network development
- **Practice (45 min):** Structured speed networking with intelligence gathering

III. Power Dynamics Fundamentals (90 minutes)

- 7 sources of power (legitimate, reward, coercive, expert, referent, information, connection)
- BATNA as power source
- Why stronger parties win; information asymmetry

AFTERNOON SESSION (14:00-18:00): HARVARD METHOD

I. Harvard Method Theory (90 minutes)

- **Professor Ury's 5 Steps:** Go to balcony, step to their side, reframe, build golden bridge, bring to senses
- **Critical Analysis:** Harvard as "collaborative force imposition"
- Myth of win-win; cooperation as domination strategy

II. Harvard Practice (105 minutes)

- **Case Study:** Tech startup acquisition (Global Corp vs. InnovateTech)
- Groups of 3: Acquirer/Target/Referee
- 60 min negotiation + 15 min analysis + 30 min debrief

DAY 2 - FRIDAY, AUGUST 29, 2025

MORNING SESSION (10:00-12:30): STANFORD METHOD

I. Stanford Method Theory (90 minutes)

- **Philosophy:** "Work with power dynamics as they exist"
- **Core Tactics:** High aspirations, strategic concessions, information control, time as weapon
- **Comparison:** Stanford accepts reality vs. Harvard imposes worldview

II. Stanford Practice (105 minutes)

- **Case Study:** Strategic supplier contract renewal
- Groups of 3: Client/Supplier/Referee
- 75 min negotiation + 15 min analysis + 15 min comparison with Harvard

AFTERNOON SESSION (14:00-18:00): TOURNAMENT & SYNTHESIS

I. Negotiation Tournament (120 minutes)

- **Round 1:** Commercial real estate (35 min)
- **Round 2:** International joint venture (35 min)
- **Round 3:** Corporate restructuring crisis (35 min)
- AI evaluation after each round

II. Analysis & Synthesis (75 minutes)

- AI performance analysis and pattern recognition
- Harvard vs. Stanford: when to use each approach
- **Building personal negotiation framework**
- 10 Commandments of Effective Negotiation

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	3. Significant content	3. Significant content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	4. Extensive contribution	4. Extensive contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Provided documents: "Getting Past No" (excerpts), "Stanford Negotiation Tactics", "Networking Essentials"

Harvard Business Review real company case studies

AI negotiation evaluation platform

Videos of famous negotiations (Jobs-Sculley, Brexit, etc.)

Suggested Readings

- URY, W. (1993). *Getting Past No: Negotiating in Difficult Situations*. New York: Bantam Books.
- BAZERMAN, M. H., & Neale, M. A. (1992). *Negotiating Rationally*. New York: Free Press.
- GREENE, R. (2000). *The 48 Laws of Power*. New York: Penguin Books.
- Voss, C., & RAZ, T. (2016). *Never Split the Difference: Negotiating As If Your Life Depended On It*. New York: Harper Business.

METHODES PEDAGOGIQUES / TEACHING METHODS

- Interactive lectures** (30%): Theory with case study integration
- Role-playing simulations** (40%): Realistic business negotiation scenarios
- Structured networking** (15%): Network building exercises
- Collective debriefings** (15%): Performance analysis with AI support

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Active participation in negotiations</i>	<i>6h in groups of 3</i>	<i>60%</i>
<i>Post-negotiation written analysis</i>	<i>2h individual</i>	<i>25%</i>
<i>Peer evaluation (refereeing)</i>	<i>Continuous</i>	<i>15%</i>

Précisions complémentaires / Additional details:

AI evaluation complements human assessment by objectively analyzing negotiation transcripts according to predefined performance criteria and power dynamics assessment.

THE AUGMENTED (FINANCE) ANALYST: MASTER AI FOR YOUR CAREER

Enseignant(s) / Teacher(s): Adrien FOUCAULT

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

As AI is bound to significantly reshape the way businesses operate, especially in the Financial sector, this HEC Challenge aims to position you **at the forefront of the AI revolution**.

Through a mix of theoretical perspectives, group discussions, and hands-on practice, this challenge will help you master the **fundamentals of AI** while working with **frontier models like Claude, ChatGPT, and Perplexity** on **real-world finance scenarios** HEC graduates typically face. The experiential learning approach ensures you will 'learn by doing', not just observing.

The Challenge approach combines high-level industry insights ("How are leading businesses, especially in financial services, using AI?") with immediately applicable skills ("How can I use AI to succeed as a junior analyst?"). You will not only learn the technical aspects but also develop the **soft skills** to work efficiently with AI.

While suited to **future professionals across all sectors**, the Challenge would be especially relevant to students interested in a career in **Financial Services**, as well as **Consulting or FinTech**.

No academic/ professional prerequisite. Participating students will need a laptop with internet access.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

At the end of the course, the student will have:

1. Developed their understanding of the latest global trends in AI (tools; adoption; players...)
2. Developed their understanding of where and how AI is used in Financial Services
3. Learned the best practices to use AI in real work scenarios
4. Worked with a range of frontier AI models
5. Built the soft skills required when working with AI in financial firms
6. Developed a perspective on how future developments of AI could impact Financial Services Firms

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

- Latest AI-related developments
- Major Use Cases of AI in Finance
- Best practices to work with AI (technical & soft skills)
- Leading AI models' hands-on practice
- Future of AI in Finance

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Part 1 (3 hours): Latest trends in AI

- a) Introduction
- b) Latest Adoption statistics (individuals and companies)
- c) Leading AI Models and AI apps
- d) AI Economics and Business Models
- e) High-level perspective on AI's impact in the Financial Sector
- f) Current limits of AI in Financial Services Firms

Part 2 (4 hours): Using AI as a Junior PE analyst

- a) Hands-on Practice based on PE analysts' workflows with 'real' scenario (3 hours), leveraging leading tools and models (ChatGPT, Claude, Perplexity...)
- b) Collective 'Soft Skills' debrief exercise: when and how to use AI as a PE analyst

Part 3 (3 hours): How Financial Services use AI:

- a) Deepdive into AI Use in Financial Services firms (2 hours)
- b) The Future of AI in Finance: Agents, Small Language Models, Multimodality (1 hour)

Part 4 (4 hours): Group Project: Assessing an Investment opportunity 'in the shoes of a PE analyst' with AI

- a) Building a perspective on an investment opportunity based on typical documents used in a Due Diligence: Financial Models, Business Plan... (2h30)
- b) 'Investment Committee': Groups will present their conclusion on the investment and explain how they used AI in the process (1h30)

Note: Agenda adjustments could be made prior to beginning of session

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	2. Moderate content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	4. Extensive contribution	4. Extensive contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Suggested pre-reads:

- *Interview with Daron Acemoglu* (MIT Professor, 2024 Economics Nobel Prize) in *Gen AI: Too much spend, too little benefit?*, Goldman Sachs report ([link](#))
- *Machines of Loving Grace*, by Dario Amodei (Anthropic co-founder) ([link](#))
- *Centaurs and Cyborgs on the Jagged Frontier*, by Ethan Mollick (Wharton Professor) ([link](#))

METHODES PEDAGOGIQUES / TEACHING METHODS

- Interactive lectures with student participation
- Peer learning through group projects
- Experiential learning via hands-on AI manipulation
- Reflective practice through individual essay

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Group Project: Assessing an Investment opportunity 'in the shoes of a PE analyst' with AI</i>	<i>4h Group</i>	<i>40%</i>
<i>Participation</i>	<i>Individual, all along sessions</i>	<i>30%</i>
<i>Self-Reflection Essay</i>	<i>3h Individual</i>	<i>30%</i>

BIOGRAPHIE(S) / BIOGRAPHY

Adrien Foucault is a former Senior Consultant at McKinsey (4 years in the London and Paris offices serving a variety of clients, notably Private Equity funds) and a Harvard MBA graduate.

He now works as an independent consultant. He also founded Spaik, a company providing AI skills training for consultants and financial sector professionals.

Previously, he worked on the social impact of automation as a research assistant in economics at Harvard and has extensive experience working on and with AI in his consulting work, both at McKinsey and as an independent consultant.

He regularly publishes in *Les Echos* (France's leading business newspaper) on topics related to AI training and transformation and will be teaching a course on the subject at Sciences Po Paris in the fall of 2025.

STORYTELLING

Enseignant(s) / Teacher(s): Antoine MEUNIER

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	40	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

What would the world of innovation and AI be without Sam Altman's bold vision? Imagine Apple without the captivating narratives woven by Steve Jobs. Think of the United States without the JFK mythology, imagine England without the tales of King Arthur... or the Pope without the Bible... **These stories, infinitely extendable, beg the question: Why are we so captivated by narratives?**

Storytelling is a universal skill, revered across every culture and era, shaping not just individuals but entire societies. From the dawn of time to our modern age, the art of storytelling has evolved, but its power remains unchanged. In today's digital flood, **where every scroll brings a new story, understanding the mechanics of storytelling is more crucial than ever**. The lines between reality, the virtual world, and AI-driven content blur, making the mastery of narrative not just an art but a necessity to cut through the noise.

In the competitive landscape of business, where technology levels the playing field, **the ability to craft compelling stories that persuade, lead, and sell is invaluable**. This challenge is designed for students eager to harness the power of storytelling, not just to stand out, but to truly connect and make an impact in the business world and beyond.

Explore the science and soul of storytelling, and learn how to weave narratives that resonate, inspire, and move people to action!!

This challenge unfolds in two stages, starting with a foundation built on case studies and theoretical elements to try to understand the power, limits, and potential pitfalls of storytelling and narratives. **The second stage puts you in the action:** working in small groups, students will craft a story to be presented as a short video. This challenge is a great opportunity to understand and experience the compelling force of storytelling and narrative creation.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

At the end of the challenge, the student will be able to understand the power of storytelling and how to craft a compelling story in a short film.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Storytelling / Marketing / Advertising / Society / Culture

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

- Introduction to storytelling & and learning to craft stories
- Writing a story concept / copy

Day 2

- Developping the copy
- Creation of Reels/Shorts videos

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	3. Significant contribution	4. Extensive contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

The Hero's journey, Joseph CAMPBELL. A must read in storytelling studies.

For the Culture, Marcus COLLINS. Understanding culture to market ideas, products, services.

The War of Art, Steven PRESSFIELD. A writer Bible.

Save the cat !, Blake SNYDER. How good screenplays works and why.

Playfully Inappropriate, Jared VOLLE. Lessons for fun marketing from a comedian point of view.

The Anatomy of Story, John TRUBY. How to craft the best stories

METHODES PEDAGOGIQUES / TEACHING METHODS

Lectures, case study and group work in sub-group or in class.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Individual Participation</i>		25%
<i>Group work implication</i>		25%
<i>Final presentation</i>		50%

BIOGRAPHIE(S) / BIOGRAPHY

Antoine MEUNIER holds a degree in Philosophy from Paris 4 and a Master's in Management from KEDGE Business School. He has had a long career in Marketing, Communication, and Storytelling in FMCG, service, and media companies. Being an entrepreneur at heart, he alternates between leadership positions (such as Director of Communication at thecamp) and creative initiatives, always in an expert role in storytelling and digital marketing.

STARTUP DISCOVERY: WOMEN & ENTREPRENEURSHIP – IMMERSION IN THE PARIS ECOSYSTEM

Enseignant(s) / Teacher(s): Cyril PIERRE DE GEYER, Soraya JABER

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	20	In-person

Prérequis / Prerequisites:

No technical background required. A strong interest in innovation, entrepreneurship and diversity issues is expected.

SYNOPSIS / OVERVIEW

Are you a female student eager to explore entrepreneurship? Do you have ideas you'd like to bring to life, and the ambition to turn them into real impact? Wanna create your own company someday?

This two-day challenge offers a unique immersion into the Paris startup ecosystem through the lens of female entrepreneurship. From Station F to Meta, BlaBlaCar, SISTA and The Galion Project, you'll meet inspiring founders, investors, and changemakers — many of them HEC alumnae — who are transforming the tech landscape.

You'll gain first-hand insights into the two key phases of entrepreneurship: starting up and scaling up.

Discussions will alternate between English and French. A good understanding of French is recommended.

This challenge provides a concrete and inspiring experience to grasp the dynamics of entrepreneurship and the critical role of diversity in innovation.

Visits and guest speakers are currently being finalized.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Explore and articulate the steps and challenges involved in launching a startup in a real-world context.
2. Identify key success factors and pitfalls in the process of scaling a venture.
3. Recognize and analyze the specific obstacles and opportunities faced by women entrepreneurs in tech and innovation.
4. Examine entrepreneurial journeys through a gender and social impact lens, drawing insights from live testimonies.
5. Reflect critically on the role of inclusion, representation, and allyship in the startup ecosystem.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Women in entrepreneurship, leadership, diversity & inclusion, startup ecosystem, venture capital, women's networks (e.g. SISTA)

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

The challenge will take place over two full days, in person, across key innovation sites in Paris.

Planned itinerary (subject to change):

1. Thursday morning – Visit to Meta
2. Thursday afternoon – Exploration of Station F, the world's largest startup campus
3. Thursday evening – Informal networking aperitif with guest speakers (location TBD)
4. Friday morning – Exchange with SISTA, the leading network promoting women in tech & VC
5. Friday afternoon – Immersive visit to BlaBlaCar, one of France's most iconic scale-ups

Throughout the program, participants will meet female entrepreneurs and executives in their professional environments — from early-stage startups to major tech companies — and engage in candid conversations about their journeys, challenges, and impact.

Please note: the schedule is indicative and may evolve depending on the availability of guest speakers and partners.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	4. Extensive content	2. Moderate content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
2. Moderate contribution	3. Significant contribution	3. Significant contribution	2. Moderate contribution

METHODES PEDAGOGIQUES / TEACHING METHODS

Field immersion, founder talks and testimonies, participatory workshops, structured networking.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Linkedin post</i>	<i>Individual</i>	<i>80%</i>
<i>Active Participation & Engagement</i>	<i>Individual</i>	<i>20%</i>

Précisions complémentaires / Additional details:

Students will create a high-quality individual content piece (LinkedIn post, carousel, or short video) that captures key takeaways from the challenge and highlights inspirational insights from the field. Creativity and professional formatting are encouraged.

BIOGRAPHIE(S) / BIOGRAPHY

Soraya Jaber is the CEO and co-founder of Opuscope (Minsar), a pioneer in no-code spatial computing. She launched the company at 19 and developed Minsar Studio, an AR/VR creation platform used globally. Recognized as a Forbes "30 Under 30" innovator, she has raised over €8M and partners with Meta, Microsoft, and Google. Soraya advocates for gender and LGBTQ+ inclusion in tech and mentors through the SISTA x BOLD program. She is a frequent speaker on immersive tech, entrepreneurship, and inclusive innovation.

Cyril Pierre de Geyer is an Affiliate Professor at HEC Paris and the CEO of Rocket Education. A serial entrepreneur and early investor in BlaBlaCar, he has led multiple tech ventures and co-authored reference books on web development. He founded Rocket School and École Gustave — two institutions dedicated to digital and construction-sector training — and is an advocate for inclusive, impact-driven education.

UNLOCK YOUR POTENTIAL: FROM SELF KNOWLEDGE TO ACTION

Enseignant(s) / Teacher(s): Carsten SCHLÄWE

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

You sometimes feel unsure about what you truly want? You're searching for your real potential? Because you know the feeling of being energized when doing something that brings you joy. Let's talk about that.

This two-day seminar introduces to the core principles and practical applications of Positive Psychology. Through a mix of theoretical input, interactive exercises, and reflective practices, participants will explore their personal strengths, values, and aspirations. The seminar fosters self-awareness, resilience, and a growth mindset, empowering students to navigate their academic and professional journeys with purpose and confidence.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Understand Key Concepts of Positive Psychology: Gain foundational knowledge of theories such as Flow and the PERMA model. For example, learn how 'Flow' can help you achieve deep focus and enjoyment in your studies.
2. Identify Personal Strengths and Values: Reflect on individual capabilities and what drives them. Use tools like the VIA Character Strengths survey to pinpoint your top strengths, such as creativity or perseverance.
3. Develop a Growth-Oriented Mindset: Learn how to embrace challenges and setbacks as opportunities for development. Practice cognitive reframing techniques to turn obstacles into learning experiences.
4. Apply Positive Psychology in Academic and Work Contexts: Translate insights into strategies for motivation, collaboration, and well-being. Implement strengths-based approaches in group projects and leadership roles.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes principaux / Principal Items:

- Self-reflection and self-assessment: Engage in exercises like 'You at Your Best' to identify moments when you felt most effective and fulfilled.
- Strength-based goal setting: Set academic and career goals that leverage your identified strengths, ensuring they are both challenging and achievable.

- Communication and feedback techniques: Learn how to give and receive constructive feedback in a way that promotes growth and positive relationships.
- Resilience and mindset development: Develop strategies to maintain motivation and overcome setbacks, such as mindfulness practices and resilience training.
- Purpose-driven planning: Create a personal mission statement that aligns your values and strengths with your long-term goals.

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1 – Morning Block: Foundations of Positive Psychology

Duration: 3.5 hours

Focus: Theoretical Input

- Introduction to Positive Psychology
- History and evolution of the field
- Key differences from traditional psychology
- Core Concepts
- Flow Theory (Mihaly Csikszentmihalyi): Understanding optimal experience
- PERMA Model (Martin Seligman): Five pillars of well-being
- Dimensions of Positive Psychology
- Emotional, cognitive, and social aspects
- Relevance for students and professionals

Day 1 – Afternoon Block: Discovering Strengths and Purpose

Duration: 3.5 hours

Focus: Practical Exercises

- Self-Reflection Exercises
- “You at Your Best” storytelling
- Strengths identification using a curated list
- Values and Purpose
- Clarifying personal values
- Connecting values to academic and career goals
- Pitch Activity: “Follow Your Path”
- In pairs or small groups, students prepare a 2–3 minutes presentation (self knowledge – strengths – direction – purpose

Day 2 – Morning Block: Sharing and Appreciating

Duration: 3.5 hours

Focus: Reflection and Feedback

- Plenary Pitch Presentations (group viewing in a supportive environment, no formal evaluation, feedback shower, positive feedback, builds confidence and appreciation)

Day 2 – Afternoon Block: Growth and Application

Duration: 3.5 hours

Focus: Integration and Future Planning

- Resilience and Growth Mindset
- Understanding fixed vs. growth mindset
- Strategies for overcoming setbacks
- Positive Psychology in the Work Context
- Applying strengths in teams and leadership
- Enhancing motivation and engagement
- Final Reflection and Workshop Feedback (take aways, actions, feedback)

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	4. Extensive content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	3. Significant contribution	4. Extensive contribution	1. Minimal contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

PowerPoint – Articles – Via Character Test – Best Practice Sharing

METHODES PEDAGOGIQUES / TEACHING METHODS

Presentation, case study in sub-group and presentation in class, positive feedback session and group take away production

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Participation in class and sub group work</i>	<i>Day 1</i>	<i>30%</i>
<i>Presentation in plenary plus feedback plus take away part</i>	<i>Day 2</i>	<i>70%</i>

BIOGRAPHIE(S) / BIOGRAPHY

Carsten Schläwe is a seasoned international executive with over 30 years of leadership experience in advisory. As a long-standing partner and managing director at Forvis Mazars in Germany, he has led cross-border teams, driven digital transformation initiatives, and spearheaded global change management programs. His leadership roles have included serving on the German executive committee, heading the global industry sectors program, and managing key international client relationships, particularly within the Franco-German business environment.

Carsten's career is marked by a deep commitment to shared leadership, intercultural collaboration, and purpose-driven work. Fluent in both French and German, he has consistently bridged cultural and organizational boundaries, mentoring young professionals and contributing to academic and professional communities. His current focus includes guiding students and professionals in aligning personal values with career paths—an approach rooted in positive psychology and decades of real-world leadership.

COMPRENDRE LA DIMENSION EUROPEENNE D'UN PROBLEME DE POLITIQUE PUBLIQUE ECONOMIQUE - L'ELABORATION DE LA NORME AU NIVEAU DES INSTITUTIONS EUROPEENNES

Enseignant(s) / Teacher(s): Thierry RAMBAUD, professeur des Universités, avocat international, titulaire du Cycle des hautes études européennes de l'INSP (ex-ENA)

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	Français	40	Présentiel

Prérequis / Prerequisites:

Connaître les grandes étapes de la construction européenne.

SYNOPSIS / OVERVIEW

Le challenge vise à présenter aux étudiants la nécessité d'intégrer le paramètre « Union européenne » dans la résolution d'un problème économique, dans la mise en œuvre d'une politique publique. Après une présentation du fonctionnement des institutions européennes, le challenge consistera en la simulation d'une réunion d'un Conseil des ministres de l'Union européenne consacré à un sujet de politique économique.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Compréhension des grands enjeux de la dimension européenne des sujets traités
2. Compréhension de l'organisation et du fonctionnement d'un Conseil des ministres de l'Union européenne
3. Compréhension et mise en pratique d'une négociation entre Etats et institutions européennes au sein d'un Conseil des ministres.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Institutions européennes, négociation européenne (identification des acteurs en présence, des enjeux, modes de résolutions)

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

1^{er} temps : Cadrage théorique

2^{ème} temps : Présentation de la simulation de réunion et répartition des rôles

3^{ème} temps : déroulement de la réunion

4^{ème} temps ; Débriefing

Après une présentation du rôle et de l'organisation des institutions européennes et du Conseil de l'Union européenne, un sujet de mise en situation sera proposé aux étudiants. Par binôme, ils devront défendre la position d'un Etat membre de l'Union européenne ou d'une institution. Le déroulé de la réunion se déroulera sur 3 heures. Il sera ensuite demandé à la Présidence de préparer une proposition de compromis devant être soumise aux votes des Etats.

Un débrief au fond et sur la forme sera ensuite réalisé.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	3. Significant content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	4. Extensive contribution	4. Extensive contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Etudes de cas.

Traité europén

Jean-Louis Clergerie, Annie Gruber, Jean-Philippe Kovar, Patrick Rambaud, Thierry Rambaud, *Droit institutionnel et matériel de l'Union européenne*, 15^{ème} édition, 2024.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
Document écrit	Demi-journée	50%
Présentation orale dont 25 % présence et participation	Deux jours	50%

Précisions complémentaires / Additional details:

Il sera demandé aux étudiants de remettre un court texte résumant leur position dans la négociation (50%). La prestation orale sera également évaluée à 50% dont 25 % présence et participation.

BACKSTAGE – DOUBLE JEU

Enseignant(s) / Teacher(s): Associations Backstage & Double Jeu

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	Français	54	Présentiel

Prérequis / Prerequisites:

Non applicable

SYNOPSIS / OVERVIEW

Les associations Backstage et Double Jeu s'associent pour proposer un méli-mélo artistique de ce que leur discipline respective – la comédie musicale et le théâtre – ont de meilleur à offrir ! Elles présenteront donc un spectacle commun mêlant écriture, jeu, danse, musique et chant, créé de toutes pièces en l'espace de 48 heures.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

À l'issue du challenge, l'étudiant(e) aura vécu l'expérience d'un projet artistique exaltant mais exigeant, sous contrainte de temps. Il ou elle aura su mener à bien un travail plaisant mais astreignant de création et se faire une place au sein d'une troupe composée de près de cinquante individualités. Il ou elle sera capable d'appréhender et de garantir une collaboration sereine et un dialogue efficace et constructeur entre diverses unités.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Et si on créait un spectacle musical en 48 heures ? Les associations Backstage et Double Jeu vous invitent à prendre part à ce projet artistique inouï !

Vous avez envie de (re)découvrir l'adrénaline des coulisses ? Vous vous projetez souvent dans la peau des artistes quand vous êtes au théâtre ou quand vous assistez à un concert ? Vous aimez écrire et vous avez la plume qui vous démange depuis quelque temps déjà ? Vous avez toujours rêvé de vous essayer à l'art de la mise en scène ou bien vous avez l'âme d'un bricoleur, d'un dessinateur, d'un modéliste qui se plairait à imaginer et élaborer décors et costumes ? Si oui, rejoignez sans plus attendre le challenge Backstage – Double Jeu pour développer vos talents et monter une pièce de A à Z en un temps record ! Vous plongerez de la sorte dans l'univers complexe et déjanté de la création artistique. Une expérience un peu folle, unique et pour le moins intense !

La porte se veut ouverte à tous : que vous aimiez laisser libre cours à votre imagination, peindre, chanter, jouer d'un instrument, écrire, chorégraphier, jouer la comédie, fabriquer, recycler, visualiser et donner vie à vos idées, ou que vous souhaitiez tout bonnement penser à autre chose en ce début d'année, vous êtes les bienvenus !

Bien que tout le monde puisse en théorie entrer dans l'aventure, un niveau correct est attendu – notamment en musique et en chant pour les intéressés. Ne vous censurez toutefois pas. Par ailleurs, ceux qui ne souhaitent pas monter sur scène peuvent nous rejoindre malgré tout en intégrant nos sensationnels « pôles de l'ombre ».

À l'issue du challenge, l'étudiant(e) aura vécu l'expérience d'un projet artistique exaltant mais exigeant, sous contrainte de temps. Il ou elle aura su mener à bien un travail plaisant mais astreignant de création et se faire une place au sein d'une troupe composée de près de cinquante individualités. Il ou elle sera capable d'appréhender et de garantir une collaboration sereine et un dialogue efficace et constructeur entre diverses unités.

Il y en a pour tous les goûts et tous les talents. Alors n'hésitez pas une seule seconde et lancez-vous dans ce défi sans retenue ni censure ! Nous vous promettons un challenge effréné, mémorable et à l'impact écologique minime (puisque les costumes et décors, par exemple, proviendront directement de vos placards ou de ceux de DJ et de BKS).

ATTENTION

Si vous choisissez ce Challenge en premier vœu, merci de remplir le formulaire suivant : <https://forms.gle/oqrgPnvXX89aQkX78> dans lequel vous préciserez le(s) Pôle(s) qui vous intéresse(nt) et les raisons ou motivations de votre choix pour nous permettre non seulement de répartir les rôles selon vos envies mais aussi d'équilibrer harmonieusement les effectifs afin de laisser place à vos talents sans susciter quelconques frustrations. Faites-nous également part de votre disponibilité sur **le week-end des 30 et 31 août**. La date limite pour candidater est le **mardi 19 août**. N'hésitez pas à nous contacter en aval si vous avez la moindre question ou si vous souhaitez obtenir des renseignements concernant un Pôle ou plusieurs Pôles en particulier.

Pour tous les autres, rendez-vous le lundi 1er septembre en Kfet pour passer une soirée charmante, prêts à applaudir et confortablement assis au milieu du reste du public.

Please note: The show is in French, but English-speaking students can apply as either a musician, a singer, a dancer, or a set designer. Feel free to contact madeleine.dorchies@hec.edu and brieuc.massicard@hec.edu **before August 19th** to ask for further information.

Jour 1 : Rencontre et intégration au sein des Pôles, écriture du script par le Pôle en charge de cette tâche, apprentissage du texte pour le Pôle Théâtre, préparation musicale pour le Pôle Musique, début de création de chorégraphies pour le Pôle Danse et travaux de scénographie pour le Pôle DA.

Jour 2 : Répétitions des acteurs, musiciens et chanteurs, aboutissement des décors et costumes. Répétition générale en fin de journée.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	1. Minimal content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
1. Minimal contribution	1. Minimal contribution	1. Minimal contribution	1. Minimal contribution

METHODES PEDAGOGIQUES / TEACHING METHODS

Produit final : création artistique d'un spectacle. Projet de groupe et exposé (performance) devant un public.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Participation à la création</i>	<i>48h</i>	<i>50%</i>
<i>Représentation finale</i>	<i>3h</i>	<i>50%</i>

Précisions complémentaires / Additional details:

Travaux demandés :

Implication dans son Pôle respectif et participation active lors du spectacle

HEC INVESTMENT CLUB

Enseignant(s) / Teacher(s): HEC Investment Club Board

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

Learn how to conduct a stellar stock analysis in just two days with a real group case. First, we'll teach you all the ins and outs of financial analysis. Then, you'll put your new knowledge into practice by working in a group to analyse a public company from financial, strategic, and sustainability perspectives.

Are you thinking of working in an Investment Bank, Private Equity firm or any Investment Management company? An understanding of the dynamics of the stock market, including financial modelling, will be one of the key skills you need to launch your career in any branch of the financial industry. Even if you are not interested in any of these fields yet, this could be a unique chance for you to get to know them better!

The HIC Challenge is an opportunity for you to gain key insights into the Investment Management universe. At the end of this challenge, you will understand the drivers behind stock picking, how stocks are priced and why stock prices move in certain directions. In particular, you will get an overview of the main valuation methods from a financial, strategic, and sustainability point of view, by working together on real case studies

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

At the end of the challenge, the student will be able to conduct a stock analysis and pitch a stock during an investment committee.

In a professional situation, the student will be able to conduct a valuation of a company and presenting it to an investment committee.

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Stock analysis, financial valuation, and financial modelling

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Day 1

On your first day you will get an **overview of the Investment Management industry and you will be learning the key principles and tools for analysing and valuating a stock**. This session will follow a learning-by-doing approach, going through a real investment case study. At the end of the day, you will be able to answer questions such as:

- What are the different areas and jobs in the financial industry?
- What is the stock market and how does the investment management industry work?
- What are the main strategic analysis and valuation methods used in the field?
- What are the non-financial considerations that influence sustainable investments?

Day 2

On the following day, you will then apply what you have learned by participating in the challenge. During the challenge, **you will be working in teams, each representing analysts, valuating a company for an investment proposal**. You will receive the needed financial data of that company as well as a financial modelling template. After your analysis of the stock, you will **present your investment proposal and pitch the stock** to the board of the Investment Club and all participants. Afterwards, drinks will be provided, and you can get to know the HIC board as well as your fellow students on a friendly basis

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

We only use HEC Investment Club proprietary material

METHODES PEDAGOGIQUES / TEACHING METHODS

We use two teaching methods:

- First, we teach how to conduct a thorough analysis on a stock with a presentation.
- Second, we do a case study in groups where students will learn by carrying out their own stock analysis.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Pitch of the investment stock</i>	<i>30 min per group</i>	<i>80%</i>
<i>Participation in class</i>		<i>20%</i>

Précisions complémentaires / Additional details:

Be engaged in the presentation on the first day and participate in the group stock analysis exercise

Evaluation will be based on your participation, as well as on the pitch of your investment proposal. But remember, there is no right or wrong and we expect you to be beginners

BIOGRAPHIE(S) / BIOGRAPHY

The challenge is organized by the **HEC Investment Club**, an association that allows M1, M2 and MBA students to be **trained in the valuation of listed companies by investing real money in the stock market, through the club's portfolio**. Participating in this challenge is an excellent opportunity to get to know us better and might give you the chance to join one of our teams for your academic year! For more information about our club please consult our LinkedIn profile [here](#).

180 DEGREES CONSULTING – CRACK THE CASE!

Enseignant(s) / Teacher(s): 180DC consulting directors and board advisors

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	English	30	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

The 180 Degree Consulting - 'Crack the Case!' offers an immersive experience for students eager to develop strategy and management consulting skills, while making a lasting impact on businesses and society. This challenge is the perfect opportunity to bridge business objectives and sustainable goals, enhancing both your professional skillset and your understanding of sustainable practices.

For 2 days, you and your team will step into the shoes of a consultant, where you will be confronted by a real client case that is based on one of our previous projects. During this challenge, you will explore relevant market trends, analyse key client objectives and capabilities, and ultimately formulate a strategy to solve the problem. The 180DC team as well as corporate partners, will guide you through the process, offering methodological support and professional input. Overall, this challenge will offer a comprehensive introduction to the field of consulting as well as to the services provided by 180 Degree Consulting.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. Gain and deepen your understanding of consulting in general, as well as the daily work and necessary skills of a consultant
2. Gain methodological insights in the field of consulting such as market analysis and strategic planning
3. Create a bridge between business and society while familiarising yourself with impact creation through consulting
4. Understand the concept of sustainability and its significance in addressing global environmental, social, and economic challenges
5. Get to know other MiM students, and above all, have fun

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Strategy, Sustainability, Entrepreneurship, Innovation, Society

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Evening before – welcome in Le Wunder/Kfet

Participants will be provided with pre-reading materials on consulting basics as well as the case study's background to give participants a head start

Day 1:

Morning (10:00am – 12:30pm)

- Introduction to 180DC and the challenge
- Introduction to consulting and key consulting tools by corporate partners
- Presentation of the business problem
- Team allocation including one experienced mentor in each team to provide guidance and offer feedback throughout the challenge and
- Q&A session with the corporate partners to clarify any uncertainties early in the process.

Afternoon (2pm – 6pm)

- First team working session (scoping, structuring, collecting data and preliminary analysis)
- Client interviews

Day 2:

Morning (10:00am – 12:30pm)

- Second team working session (consolidation of findings and preparation of final presentation)

Afternoon (2pm – 6pm)

- Final presentation of the recommendation to the client
- Jury deliberation and feedback
- Mini award ceremony and goodies
- Networking session with industry experts and 180DC alumni

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	3. Significant content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	2. Moderate contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Pre-reading material: provide participants with foundational knowledge, including Consulting basics, sustainable principles and relevant industry reports

Case: Based on a real client business case from one of 180DC HEC Paris' consulting projects + template

Workshop: External professionals invited

METHODES PEDAGOGIQUES / TEACHING METHODS

Presentation, case study in groups, workshops, networking

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Final Presentation</i>	<i>30 min (groups)</i>	<i>60%</i>
<i>Participation and Attendance</i>	<i>Day 1 and 2 (individual)</i>	<i>40%</i>

Précisions complémentaires / Additional details:

In case of absence (e.g. doctor's appointment, job interview, illness), please provide a justification.

BIOGRAPHIE(S) / BIOGRAPHY

180 Degrees Consulting is the world's largest university-based consultancy providing organisations and enterprises with consulting services to maximise their social impact. 180 Degrees Consulting has previously worked with clients such as Amnesty International or WWF and has an alumni network of 15,000 past or current members.

The HEC Paris branch accompanies clients from all over the globe, from France to Lebanon and Rwanda. At the same time, we maintain a close-knit network with corporate partners, academic institutions, and other 180DC branches, e.g. through joint events and other activities.

For any questions you may have regarding the challenge, its content or organisation, do not hesitate to reach out to us via hec@180dc.org.

We look forward to seeing you on campus!

HEC JUNIOR CONSEIL

Enseignant(s) / Teacher(s) : Intervenants du cabinet de conseil partenaire choisi (à déterminer) et le mandat de la Junior Entreprise

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	Français	50	Présentiel

Prérequis / Prerequisites:

Pas de prérequis demandés si ce n'est une appétence pour le monde du conseil, de la stratégie et de l'analyse de données !

SYNOPSIS / OVERVIEW

L'objectif de ce séminaire de rentrée est de donner l'opportunité à 50 étudiants de M1 répartis en 25 binômes de s'immerger pendant 2 jours et 1 soirée dans le monde du conseil à travers la rencontre avec des professionnels du secteur et l'organisation d'épreuves professionnelles.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

1. L'étudiant sera capable de comprendre et répondre aux besoins d'un client
2. L'étudiant sera capable de cibler les besoins du client (rappel client), de proposer les solutions les mieux adaptées, d'analyser et de mettre en forme des données brutes (avec excel et powerpoint).

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Il s'agit d'une mission de conseil pour une start-up tournée sur l'écologie et l'environnement.

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

Jour 1 : Début des épreuves professionnelles

Réception de l'appel d'offres ; rappel client ; envoi et présentation au client de la proposition d'intervention ; début de la rédaction de la synthèse et accompagnement par un ou deux consultants KPMG qui donneront des conseils, indications sur ce que contient une bonne synthèse.

Jour 2 : Fin des épreuves professionnelles et cérémonie de clôture

Fin de la rédaction de la synthèse ; présentation des résultats au client ; annonce des résultats la semaine suivante et récupération des goodies.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
4. Extensive content	1. Minimal content	1. Minimal content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
5. N/A	3. Significant contribution	2. Moderate contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Les ressources numériques sont le dossier de la mission donnée aux étudiants et des templates structurant la proposition d'intervention et la synthèse finale.

METHODES PEDAGOGIQUES / TEACHING METHODS

Le challenge KPMG consiste en une mise en situation : les étudiants mèneront une mission du rappel client au rendu du livrable final. Les étudiants nous présenteront deux exposés au cours du challenge et nous rendrons deux livrables nécessitant la maîtrise d'excel et de powerpoint.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Le rappel client</i>	<i>30 min en visio-conférence</i>	<i>15%</i>
<i>La proposition d'intervention</i>	<i>Quelques heures sur powerpoint</i>	<i>20%</i>
<i>La présentation orale de la proposition d'intervention</i>	<i>20 min en présentiel</i>	<i>15%</i>
<i>La synthèse finale</i>	<i>Quelques heures sur powerpoint</i>	<i>25%</i>
<i>La présentation orale de la synthèse finale</i>	<i>20 min en présentiel</i>	<i>25%</i>

CONSTRUIS UN PROJET PROFESSIONNEL QUI TE RESSEMBLE !

Enseignant(s) / Teacher(s) : Olivia PERDEREAU

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
M1	B0	Français	20	Présentiel

Prérequis / Prerequisites:

Non applicable

SYNOPSIS / OVERVIEW

Pendant 2 jours, à l'aide d'outils reconnus et d'un processus guidé, les étudiants vont travailler à savoir identifier et leurs atouts et leurs moteurs personnels. Ils apprendront à les mettre en avant, au service d'un projet professionnel ambitieux et cohérent.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

A l'issue de la session, chaque étudiant sera en mesure de :

1. Bénéficier d'une meilleure connaissance de ses moteurs personnels
2. Avoir une vision plus claire des pistes métiers ou secteurs à explorer pour répondre à ses ambitions
3. Dessiner un plan d'action à court terme (stages, candidatures, rencontres)
4. Ressortir avec une confiance dans son potentiel et sa capacité à choisir

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes clés / Key Topics:

Connaissance de soi, Leadership, Confiance, Vision

Organisation du challenge – plan détaillé / Challenge organization - detailed outline:

A titre indicatif et sous réserve d'aménagements mineurs :

J1 Matinée

- Introduction au MBTI et découverte des différents types de personnalité
- Atelier de découverte de ses préférences, ses forces et des aspirations personnelles via des activités interactives.
- Activité de groupe : mise en situation par profil (jeu de rôles, analyse de réactions)

- Passation du questionnaire RIASEC pour connaître ses intérêts professionnels

Après-midi

- Debrief du questionnaire RIASEC : "Qu'est-ce qui me surprend ? Qu'est-ce qui me parle ?"
- Carte mentale collective : métiers / environnements liés à chaque type
- Introduction à l'IKIGAI : Présentation du concept et des 4 cercles (ce que j'aime / sais faire / ce dont le monde a besoin / ce pour quoi je peux être payé)
- Exercice : remplir une première version très intuitive de son IKIGAI
- Partage en petits groupes : discussion libre et bienveillante

J2 Matinée

- Icebreaker et visualisation
- Ligne de vie & storytelling
- Mapping professionnel : je visualise plusieurs pistes professionnelles envisageables qui correspondent à mes critères (envies, personnalité, souhaits d'évolution, ...)

Après-midi

- Mon plan d'action concret
- Feuille de route à 3 mois
- Cercle de clôture & ancrage

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
1. Minimal content	2. Moderate content	3. Significant content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
2. Moderate contribution	3. Significant contribution	3. Significant contribution	5. N/A

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Questionnaires de personnalité (MBTI) et d'intérêts professionnels (RIASEC)

METHODES PEDAGOGIQUES / TEACHING METHODS

Ateliers en sous-groupes et mises en situation

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Implication et travail pendant les séances</i>		60%
<i>Finalisation d'un plan d'action personnalisé</i>		40%

BIOGRAPHIE(S) / BIOGRAPHY

Olivia Perdereau a initié sa carrière en tant que juriste et auditeur interne en France et à l'international. Elle a mené des missions variées et structurantes pour les équipes, accompagné des collaborateurs dans le changement, et développé ses compétences de communication et de gestion d'équipe. Elle a ensuite choisi d'évoluer vers une activité entièrement axée sur l'humain, et s'est formée au coaching professionnel (certification en 2014). Depuis 10 ans, elle accompagne les managers dans leur prise de fonctions et le développement de leur leadership ; ses qualités d'écoute et son questionnement avisé leur permettent d'exprimer en toute confiance leur situation et de trouver pas à pas les ressources nécessaires pour construire leur évolution. Elle est notamment certifiée MBTI et STRONG. Son expatriation familiale de quelques années en Asie l'a amenée à encore enrichir son parcours (Gestion des émotions, Approche Neurocognitive et Comportementale, Coaching scolaire) et à travailler avec des plus jeunes. Désormais, elle accompagne également des étudiants, dès le collège, sur des sujets de confiance en soi, de prise de parole, d'orientation, de préparation aux examens et de gestion du stress.