HEC PARIS

MASTER IN MANAGEMENT

Grande Ecole

M1

ELECTIVE COURSES CATALOG

Semester 1-2024/2025

SUMMARY

You can only have one inscription in a MOOC's course per bimester

HEC PARIS

ADVANCED COURSES (PhD COURSE)

CORPORATE FINANCE THEORY

WARNING: This course is not a typical advanced course; rather, it is a PhD-level course followed by students in the HEC Finance PhD program. The content covers academic research and should only be taken by students who want to gain exposure to academic research or consider doing a PhD. The course is intensive in mathematic formalism and requires a significant workload. Please contact the PhD Program Director hombert@hec.fr if you have any question.

Teacher: **Bruno BIAIS**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1	B2	English	10	In-person

Keywords:

ECONOMICS FINANCE

SYNOPSIS

This is a research-oriented course (also taken by PHD students), and it involves mathematical formalism. We use game theory to study how informational frictions generate deviations from the Modigliani & Miller financial structure irrelevance theorem. We study the incentive properties of different financing tools, such as debt or equity, and how and whether firms can use them to overcome credit rationing and financial constraints.

DETAILED DESCRIPTION

Prerequisites:

Microeconomics

Course overview:

We will focus on moral hazard (hidden action) and adverse selection (hidden information) and study how to optimally design financial contracts to mitigate these frictions. We will start from the simplest possible model (one period, two outcomes), and progressively move to richer models (first two period, then fully dynamic). We will rely on a combination of games played in class, lectures, and students' presentations of recent research papers. We will emphasize the intuitions, especially thanks to the games played in class. We will also relate the theoretical analyses to empirical investigations, ranging from descriptive, to diff in diff, and structural estimations.

Pedagogical Objectives:

At the end of the course, students should understand how to analyze, within the framework of theoretical models, the consequences of information asymmetry for corporate finance, and how financial contracts should be designed to mitigate these imperfections.

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

I) Static financial contracting

Basic moral hazard

Adverse selection

II) Dynamic financial contracting

The two-period model

The infinite horizon, discrete time model

The infinite horizon, continuous time model

TEACHING MATERIALS

Slide and papers

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Games, lectures, paper presentations

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Homework	*Individual*	*100%*

BIOGRAPHY

Bruno Biais holds a PHD in finance from HEC, received the Paris Bourse dissertation award and the CNRS bronze medal. He taught at Toulouse, Carnegie Mellon, Oxford, LSE, and now HEC.

His research on finance, contract theory, experimental economics, and blockchain is published in Econometrica, Journal of Political Economy, American Economic Review, Review of Economic Studies, Journal of Finance, Review of Financial Studies and Journal of Financial Economics. He was editor of the Review of Economic Studies and of the Journal of Finance. He is a fellow of the Econometric Society and the Finance Theory group. He has been scientific adviser to the NYSE, Euronext, European Central Bank and Bank of England and is a member of the Advisory Scientific Council of the European Systemic Risk Board.

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HEC PARIS

THEORY IN FINANCIAL ACCOUNTING

WARNING: This course is not a typical advanced course; rather, it is a PhD-level course followed by students in the HEC Accounting and Management Control PhD program. The content covers academic research and should only be taken by students who want to gain exposure to academic research or consider doing a PhD. The course is intensive and requires a significant workload. Please contact the PhD Program Director hombert@hec.fr if you have any question.

ENROLLMENT: Enrolling in this research elective requires an early-bird application. Please submit a CV, a grade transcript for the 2023/24 academic year, and a five-line paragraph stating your motivation, at the following link: Enrollment link before August 16th – 24:00

Teacher: **Pepa KRAFT and Luc PAUGAM**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1	B2	English	10	In-person

Keywords:

ACCOUNTING RESEARCH METHODS

SYNOPSIS

The objective of this class is to provide you with a sound framework for understanding empirical archival and analytical research in financial accounting. The prime focus is on the classic papers and we'll start with Ball and Brown 1968.

DETAILED DESCRIPTION

Prerequisites:

Approval by PhD office

Course overview (executive summary):

The objective of this class is to provide you with a sound framework for understanding empirical archival and analytical research in financial accounting and reporting, with special emphasis on how managers choose to exercise their discretion to implement their firms' financial accounting, reporting, and disclosure strategies.

We outline the role of information asymmetry that pervades business relationships and we focus on securities markets and information economics-based research. The topics covered include agency theory, positive accounting theory, disclosure studies, earnings management, short-selling, M&A accounting, credit rating agencies…. The prime focus is on the classic papers and we'll start with Ball and Brown 1968.

Principal Items:

Research in Financial Accounting

Pedagogical Objectives:

When reading, presenting and discussing research papers, our focus will be on methodology and research design as well as on the underlying economic questions.

Skills:

Students will acquire research skills to conduct empirical archival research in financial accounting, reporting and disclosure.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester (**SUBJECT TO CHANGE!**)

Session 1 (Kraft): The Classics. The paper that started it all: Ball and Brown 1968. What is the role of accounting: Dechow 1994. Timely loss recognition or why are earning changes not symmetric: Basu 1997.

Session 2 (Paugam): Research about sell side financial analysts: A focus on empirical archival and qualitative papers

Session 3 (Paugam): Research on financial reporting of financial institutions (banks):

Session 4 (Kraft): Earnings management around IPOs – or mismeasurement? Teoh et al 1998 and Ball and Shivakumar 2008. Degeoerge et al 1999 and Durtschi and Easton 2005. The Accrual anomaly and its demise. Sloan 1996 and Green, Hand and Soliman 2011.

Session 5 (Kraft): Accounting for the Environment. Greenstone, Leuz and Breuer 2023 Science.

Session 6 (Kraft): Rating Agencies and other Gatekeepers.

TEACHING MATERIALS

Books:

We will distribute a list of readings for the class (the list in the back is tentative and subject to change before and during the course). In addition, we recommend you purchase a copy of Strunk and White's classic book *The Elements of Style*, *and* to have read and assimilated this before you start your first writing assignment.

Digital Resources:

All articles will be posted on Blackboard.

TEACHING METHODS

- The seminar is organized around a set of required readings. The readings are selected to give a balanced coverage of both the development of the major areas of empirical research in financial accounting, and the principal current controversies in those areas.

- Responsibility for each required reading will be assigned to one person. The assigned person is expected to summarize, offer commentary on, and lead the discussion on the particular reading. Faulty might also present some of the papers (potentially their own).
- There are approximately three to four required readings in each three-hour class session plus some background readings, so plan on each reading's presentation and discussion occupying approximately 40-55 minutes. Naturally, actual discussion times will vary.
- There will be no restriction on bilateral trading in reading assignments. Please let the faculty know about trades.
- Be prepared to discuss the following for each reading:

1) The research question and the theoretical or intuitive constructs used to motivate it.
2) What are the hypotheses?
3) What is the study's research design?
4) What are the paper's major results? How do the authors interpret these results? How do you interpret them?
5) What research questions are raised by the paper's results, and what unresolved research questions related to the paper could be investigated? How?

You are expected to have read all the papers prior to coming to the session.

WORK AND EVALUATIONS

Work requested:

Course grades will be based upon:

1. Presentation of readings and class discussion/participation (40%)
2. Replication of empirical paper (30%)
3. Referee report (30%)

Referee Report

This assignment requires you to prepare a review of a current working paper (paper to be assigned). Your review should be as authentic as possible, including a brief cover letter to the editor stating your overall evaluation of the paper and a brief summary.

Your review should cover the following areas and state major and minor concerns as appropriate:

- Overall evaluation: What have we learned? Is it interesting/important?
- Contribution to literature.
- Research question and motivation
- Theory and hypothesis development
- Sampling and research design choices
- Empirical execution
- Evaluation of author's interpretation of evidence

- Exposition: Writing style, clarity, organization, spelling, grammar

There is no page limit, although a referee report that goes beyond four pages is probably too long.

Replication of paper

This assignment requires you to replicate a current working paper or an already published paper (paper to be assigned). Your replication should at the minimum include the summary statistics and main results. You can use any statistical software (note that Stata and SAS are most commonly used in financial archival accounting). The results should be nicely tabulated and any discrepancies should be pointed out and explained, if possible.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Presentation and class participation		*40%*
Replication of empirical paper		*30%*
Referee Report		*30%*

BIOGRAPHY

Pepa Kraft joined HEC Paris in the department of Accounting and Management Control in July 2017. Professor Kraft received her B.Sc. with Honours in Accounting and Finance from the London School of Economics, her M.Sc. in Banking and Finance from HEC University of Lausanne, and her Ph.D. in Accounting from the University of Chicago Booth School of Business.

She has taught courses on financial reporting and financial statement analysis at HEC Paris, Chicago Booth, NYU Stern and UPenn Wharton. Professor Kraft's research focuses on the role of accounting in credit markets, credit rating agencies, off-balance sheet financing and disclosure issues in financial reporting. She won the HEC Researcher of the Year Award and has published in top journals such Journal of Accounting and Economics, The Accounting Review, Management Science and Review of Accounting Studies.

Prior to her PhD, Professor Kraft held various positions at Deutsche Bank and J.P.Morgan in Corporate Equity Derivatives and Mergers & Acquisitions Advisory. She is a Chartered Financial Analyst and has served as Associate Editor at the European Accounting Review since 2020.

Luc Paugam is the holder of the Mazars chair Purposeful Governance. He obtained a Ph.D. in financial accounting and a MSc in Finance from Université Paris Dauphine. Luc graduated from ENS Paris-Saclay and is a CFA charterholder. His research focuses on issues surrounding financial reporting of M&As (goodwill, intangible assets), corporate whistleblowing, CSR, and bank reporting.

Luc has published in several academic journals including Accounting, Organizations & Society, Abacus, Comptabilité Contrôle Audit, Contemporary Accounting Research, European Accounting Review, Journal of Accounting and Public Policy, Journal of Business Law, Journal of Business Finance & Accounting, and Strategic Management Journal. Books co-authored by Luc include Brand Valuation (Routledge), Evaluation Financière et Normes IFRS (Economica) and Evaluation Financière de la Marque (Economica).

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Luc teaches financial accounting in the Grande Ecole, PhD, and MBA programs. Prior to joining HEC Paris, Luc has been a consultant in corporate finance, an associate professor at ESSEC Business School and a visiting scholar at the University of Houston and INSEAD. Luc is an associate editor of European Accounting Review and a board member of the Journal of Business Finance & Accounting, Accounting and Business Research, Accounting in Europe, Accounting Forum and a member of CFA France. He received the ESSEC foundation teaching award in 2016.

ADVANCED COURSES

COMPTABILITÉ ET PERFORMANCE ENVIRONNEMENTALES

Enseignante : **Hélène LÖNING**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	40	Présentiel

Mots-clés :

SUSTAINABILITY INNOVATION FINANCE STRATEGY FINANCE VERTE MESURE DE LA PERFORMANCE ENVIRONNEMENTALE ESG

SYNOPSIS

L'atteinte des objectifs climatiques et environnementaux mondiaux passe par la mise en place d'un système de comptabilité qui mesure les efforts consentis par les entreprises et leurs impacts sur le chemin de la décarbonation. Le cours familiarise les étudiants avec les différents outils, initiatives et défis de la mesure de performance environnementale.

DESCRIPTION DETAILLEE

Prérequis :

Un cours introductif de comptabilité financière 101

Un niveau d'anglais suffisant pour lire des documents ou matériau pédagogique (la langue orale du cours sera le français, les travaux écrits à rendre dans la langue préférée par l'étudiant(e)).

Présentation générale du cours (résumé) :

Des entreprises de plus en plus nombreuses cherchent à être alignées avec le scénario NZE (Net-Zero Emissions) 2050 de l'Agence Internationale de l'Energie (IEA) et se sont engagées sur des programmes ambitieux de décarbonation validés par le SBT-i (Science-Based Target initiative) pour limiter la hausse des températures à moins de 2°C (Accords de Paris, 2016). L'atteinte des objectifs climatiques et environnementaux passe par la mise en place d'un système de comptabilité qui mesure les efforts consentis et leurs impacts sur le chemin de la décarbonation. Au cours des dernières années, les obligations légales de transparence et de reporting extra-financier se sont accrues à l'égard des entreprises, en particulier en Europe. Ce cours est plus particulièrement focalisé sur la dimension environnementale du développement durable et des pratiques dites de reporting « ESG » (Environnemental, Social et de Gouvernance). La parti pris du cours est d'introduire un ensemble de thématiques et de pratiques liés à la comptabilité environnementale plutôt que de creuser spécifiquement certains d'entre eux.

Thèmes principaux :

- Normes et obligations de reporting environnemental, double matérialité ;
- Evaluation des risques financiers liés au climat ;
- Empreinte carbone ; reporting carbone des entreprises ;
- Mesure d'Impact : mesurer la performance environnementale au-delà des émissions de GES ;
- Analyse de Cycle de Vie (Life-Cycle Impact Assessment) des produits et circularité ;
- Prix du carbone, marchés du carbone, pour quoi faire ?
- De la stratégie de décarbonation à la transformation du business model ; mesurer la régénération ?

Objectifs Pédagogiques :

Le cours propose à la fois une familiarisation avec le champ de la comptabilité environnementale (ses concepts, acronymes, acteurs, obligations légales) et une mise en pratique d'un certain nombre d'outils et de méthodologies créés pour mesurer les externalités et la performance environnementales. La mesure de l'empreinte carbone (« bilan carbone ») et des émissions de gaz à effet de serre (GHG) en constitue une pièce essentielle, mais d'autres outils de mesure d'impact, sur d'autres dimensions environnementales (biodiversité, eau, pollution/toxicité, …) sont en train de voir le jour.

Enfin, le cours permet de réfléchir, de façon plus macro, aux ressorts et aux freins de la transition climatique. En se posant par exemple la question du prix du carbone, du fonctionnement des marchés du carbone, de la matérialité financière des risques climatiques, du rôle des institutions financières et de leurs pratiques ESG, il vous dote d'un regard critique indispensable sur une transition en devenir dont vous serez, sans en douter, des acteurs majeurs.

Compétences développées :

- Connaître les grandes lignes des obligations et normes de reporting environnemental en Europe.
- Comprendre les défis de l'évaluation financière des risques climatiques pour les entreprises, et le rôle central de la régulation et des politiques énergétiques dans le niveau de ces risques.
- Comprendre pourquoi les entreprises doivent/mettent en œuvre la comptabilité carbone, ainsi que les moteurs et les freins à l'adoption de ces pratiques.
- Connaître les différences entre la comptabilisation liée au climat (émissions de GES) et la comptabilisation d'autres dimensions environnementales (biodiversité, eau, pollution/toxicité...).
- Appliquer et évaluer certains outils tels que la comptabilité (bilan) carbone, l'analyse du cycle de vie (ACV) ou les méthodologies de mesure des externalités (E-P&L, VBM & TIMM, CARE, Impact score...) : forces et faiblesses.
- Comprendre qu'il existe plusieurs prix du carbone, correspondant à différentes intentions et usages.
- Discuter des avantages relatifs des mécanismes de régulation, de marché ou d'investissement en matière de politiques environnementales.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Comptabilité carbone

- Mise en œuvre d'un reporting carbone pour répondre aux nouvelles exigences de transparence (CSRD, Taxonomie) ; mesure de la performance des stratégies de décarbonation.
- Evaluation de l'analyse du cycle de vie (ACV) : empreinte carbone des produits et services (dans la chaîne de valeur, du berceau à la tombe) ; éco-conception.
- Exemples de solutions de reporting fondées sur l'IA proposées par des startups.

Evaluation des risques financiers liés au climat

- La matérialité financière selon l'EFRAG (ESRS) ; la TCFD. Comment évaluer les risques ?
- Comment valoriser à court terme l'impact financier à long terme sur la valeur de l'entreprise ?

Matérialité et mesure d'Impact

- De la quantification en unités physiques (tonnes e-CO2) à la valorisation en unités monétaires (€) : donner un prix à la tonne de e-CO2.
- Méthodologies de mesure de l'impact/des externalités (e-P&L, True-Value, TIMM, VBA, Impact Weighed Accounts, Impact Score ...).

Mesurer la performance environnementale au-delà des émissions de GES

- Évaluation de la performance en matière de biodiversité (Global Biodiversity Score)
- Analyse d'Impact sur le Cycle de Vie (AICV ou Life-Cycle Impact Assessment en anglais)

Prix du carbone, marchés du carbone, pour quoi faire ?

- Quel prix ? Existe-t-il un prix « juste » ?
- Shadow prices. Prix sur les marchés du carbone (ETS).

MATERIEL PEDAGOGIQUE

Le cours utilise un certain nombre d'**études de cas**, construite par le professeur ou émanant de cabinets spécialisés dans les différentes thématiques (OpenLCIAs, CDC Biodiversité). Il mettra à disposition des étudiants sur BlackBoard **un ensemble de rapports et d'études** sur les différentes thématiques du cours.

Par ailleurs, les ressources suivantes peuvent être recommandées pour tous ceux et celles qui veulent augmenter leurs connaissances.

Ouvrages :

LAINE, M., TREGIDGA, H. & UNERMAN, J., 2022, *Sustainability Accounting & Accountability*, 3rd edition, Routledge

BELLASSEN,V. & StephAN, N., 2015, *Accounting for Carbon, Monitoring, Reporting and Verifying emissions in the climate economy*, Cambridge University Press.

BROHÉ, A. 2016, *The handbook of carbon accounting*, Greenleaf Publishing Routledge.

COHEN, R., Sir, 2020, *Impact: Reshaping Capitalism to drive real change*, Ebury Press.

GATES, B. 2021, *How to avoid a climate disaster*, Knopf Penguin Random House.

GRAY, R., 1994, *Corporate reporting for sustainable development: Accounting for sustainability in 2000 AD*, *Environmental Values*, pp. 17–45.

HENDERSON, R. 2020, *Reimagining Capitalism in a World on Fire*, Public Affairs Hachette Book Group.

JANCOVICI, J.M., The Shift Project, 2022, *Climat, crises : le Plan de Transformation de l'Economie Française (PTEF)*, Odile Jacob.

LACY, P., LONG, J., & SPINDLER, W., 2021, *Le manuel de l'économie circulaire : mettre en œuvre les avantages de l'économie circulaire*, MA Editions.

RENOUARD, C. & collectif Fortes, 2020, Nomos : mesurer, réguler et gouverner, p.145-170, in *Manuel de la Grande Transition*, LLL Editions.

RAMBAUD, A., 2015, *La valeur de l'existence en comptabilité : pourquoi et comment l'entreprise peut (p)rendre en compte des entités environnementales pour «elles-mêmes»?*, thèse de doctorat sous la direction de J.Richard, Université Paris 9.

SCHALTEGGER, S., ZVEZDOV, D., ETXEBERRIA, I.A., CSUTORA, M. & GÜNTHER E. (eds), 2015, *Corporate Carbon and Climate Accounting*, Springer.

Ressources numériques :

EFRAG : https://www.efrag.org/ ESRS : https://efrag.org/lab6

PwC TIMM: https://www.pwc.com/gx/en/services/sustainability/total-impact-measurement-management.html

Kering E-P&L: https://www.kering.com/fr/developpement-durable/mesurer-notre-impact/notre-ep-l/

METHODES PEDAGOGIQUES

Le cours utilise un mix de méthodes pédagogiques actives. Au-delà de l'introduction des aspects théoriques, souvent en pédagogie inversée, il repose sur des études de cas pratiques, notamment pour assimiler les outils. Les étudiants effectueront une mini-recherche et réaliseront une vidéo en groupe sur une thématique de leur choix.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

On attend des étudiants qu'ils préparent le cours en effectuant les lectures de cas demandées. Les cas seront travaillés en cours mais la lecture préalable sera considérée réalisée. Par ailleurs, dans le cadre de leur évaluation, les étudiants seront amenés à effectuer en groupe une mini-recherche et réaliser une courte vidéo sur un sujet de leur choix préalablement défini avec le professeur. Un feedback sera apporté sur ce travail via Blackboard.

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Evaluation des acquis :

Outil/support/mode d’évaluation	Durée et format	Pondération dans la notation finale
Recherche et vidéo réalisées et rendues en équipe sur un sujet de votre choix	*Groupe*	*50%*
Quiz final en ligne, open book	*Individuel*	*50%*

BIOGRAPHIE

Hélène Löning, professeur associé à HEC, a également obtenu son doctorat à HEC. Elle a fait plusieurs longs séjours dans des universités internationales (London School of Economics, University of Southern California). Elle a enseigné dans tous les programmes d'HEC (GE, MBA, Executive education, PhD), et a supervisé plusieurs doctorants. Elle a lancé pour HEC un programme de master in Accounting, Finance & Management (AFM) dont elle a été la directrice académique pendant 9 ans.

Ses intérêts de recherche de longue date sont à l’intersection de la finance et de la stratégie, et liés aux aspects managériaux, organisationnels et sociologiques de la comptabilité. Dans la dernière décennie, ses travaux se sont particulièrement orientés vers : la comptabilité et la performance environnementales ; les partenariats entre les grandes entreprises et les startups, et les mécanismes créateurs de confiance dans les contextes incertains.

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DIVERSITY AND INCLUSIVENESS

Teacher: **Matteo WINKLER**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SOCIETY SUSTAINABILITY CULTURE ORGANIZATION POLICY

SYNOPSIS

This course helps students develop the critical thinking necessary to understand the dynamics surrounding the diversity that characterizes our communities and envisage the necessary actions to ensure inclusiveness and avoid conflict. It delves into the existing literature on the subject to tackle the diversity bonus theory, and gender and sexual orientation diversities. The course is organized in partnership with Deloitte.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

This course will help students develop the critical thinking necessary for you to: (i) understand the dynamics surrounding the diversity that characterizes our communities and (ii) envisage the necessary actions to ensure inclusiveness and avoid conflict. The course revolves around four key concepts:

1. **Diversity**: the mix, or counting the heads – it's about people, demographics and representation and recognizing the existence different ideas, perspectives, knowledges, identities, and levels of expertise.

2. **Equity**: ensuring that every person has access to the same resources and opportunities and enjoys equal participation without discrimination. It's when we bring social justice into the workplace or the classroom.

3. **Inclusiveness**: making the heads count – it's about using diversity to increase collaboration, enhance innovation and improve decision-making. It "is when we seek out diversity instead of homogeneity, when we challenge the excluding norms and stereotypes, when we are curious and open to others, when we feel safe to do something new, and when we speak up" (Kepinski & Nielsen, 43).

4. **Belonging** is feeling valued as part of the mix, it's the possibility for everyone to feel of being one's full, authentic self. It's about feeling welcomed, heard and seen, and that everyone's contribution is taken into account.

As an institution that cares about DEI+B, HEC Paris does not just count students for their individual and collective abilities and performances but empowers them to be future agents of change for better – for more sustainable and less unequal communities, and a more engaged citizenship.

Session by session, we offer an analytical framework to better understand the interplay between differences and inclusiveness, speaking not just of race, gender, sexual orientation and gender identity, and religion, but also of racism, white privilege, feminism, patriarchy, imperialism and colonialism.

Principal Items:

As a distinguishing element of this course, the students are required to prepare a group assignment together with a corporate partner (CP). Past CPs were EY, Cartier, L'Oréal, Salesforce, ABInBev, and Capgemini. The work of each student team will be assessed based on a presentation in front of a jury with the participation of both corporate partners and HEC Faculty and Chief Diversity Officer. The CP involved in this course is Deloitte.

Pedagogical Objectives:

At the end of this course, students will have:

1. Acquired a basic understanding of the implications of diversity in societies characterized by pluralism and heterogeneity (*internationalism*).
2. Fostered a critical awareness of the key socio-political issues faced by today's leaders (*comprehensive leadership*).
3. Been offered a theoretically solid analytical framework regarding the current issues surrounding equal opportunities and inclusion (*reflective critical thinking*).
4. Developed the basic management skills necessary to effectively lead organizations in today's globalized business environment (*business embeddedness*).
5. Learned to have conversations about differences in an appropriate manner (*responsible citizenship*).

Skills:

In a professional situation, students will be able to:

1. Substantially and actively contribute to conversations relating to D&I within a company.
2. Understand issues regarding D&I and propose meaningful strategies and solutions to leverage the diversity bonus.
3. Lead discussions by avoiding conflicts.

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

- **Session 1:** Introduction to D&I
- **Session 2:** The case for D&I and the diversity bonus
- **Session 3:** Understanding anti-discrimination laws
- **Session 4:** Gender(s) and sexual orientations
- **Session 5:** Neurodiversities
- **Session 6:** Student presentations

TEACHING MATERIALS

Books:

An updated bibliography will be provided one week before the start of the course.

Digital Resources:

Articles will be posted on Blackboard in advance.

TEACHING METHODS

Every session is structured according to the **flipped classroom method**: students are required to read the materials before the session and then present their reflections in class and discuss them. The course also includes sessions with special guests from the academic and corporate world. Neither the materials nor the discussions in class require any prior knowledge of the subject. In-class sessions are highly interactive, and some teamwork may be graded or ranked. The last session contemplates student presentations at the corporate partner's offices.

WORK AND EVALUATIONS

Work requested:

Every session requires a 3-4 hours of study of materials posted in advance on Blackboard.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
In-class active participation		*30%*
Individual assignment (reflective paper)		*30%*
Team assignment (teamwork with the corporate partner)	*3h presentations*	*40%*

BIOGRAPHY

A graduate from Bocconi University (PhD) and Yale Law School (LLM) and associate professor at the Law Department of HEC, **Matteo Winkler** is an internationally recognized scholar in the rights of lesbian, gay, bisexual, transgender and intersex people and other sexual minorities (LGBTI+). In his home country, Italy, legislators used his works to pass new regulations concerning same-sex families and hate speech. For his research on these topics, in 2019 he was awarded the Role Models LGBT+ Leaders prize by the French not-for-profit organization l'Autre Cercle. At HEC Paris, he is the academic director of CEMS and the co-chair of the school's diversity committee.

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COMPTABILITÉ 2 - IFRS

Enseignants : **Pascale DEFLINE et François POSTEL**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	**B1 et B2**	Français	32	Présentiel

Mots-clés :

FINANCE COMMUNICATION SUSTAINABILITY ACCOUNTING

SYNOPSIS

S'appuyant sur les connaissances acquises en L3 (comptabilité, finance, droit), ce cours aborde les différents aspects de la préparation et de la communication des informations comptables et financières, dans le référentiel IFRS : reconnaissance des actifs, consolidation, opérations de haut de bilan et reporting ESG.

DESCRIPTION DETAILLEE

Prérequis :

La maîtrise des concepts fondamentaux appris en L3 est indispensable, notamment en comptabilité

Présentation générale du cours :

S'appuyant sur les connaissances acquises en L3 (comptabilité, finance, droit), ce cours aborde les différents aspects de la préparation et de la communication des informations comptables et financières, dans le référentiel des normes internationales IFRS.

Que vous envisagiez d'intégrer un des prestigieux cabinets de conseil en stratégie, de devenir DAF d'une PME innovante, de vous lancer dans la création de votre start up, de jongler avec les chiffres en private equity ou M&A, les connaissances en consolidation et opérations de haut de bilan, ainsi que la maîtrise de la comptabilisation des actifs, thèmes étudiés dans ce cours, sont tout simplement indispensables.

Mais plus largement, quel que soit votre choix de majeure, puis de vie professionnelle, que vous soyez plus attiré par le marketing, les thématiques RSE ou d'autres secteurs encore, ce cours vous donnera une véritable expertise et assoira votre crédibilité dans la prise de décision et les enjeux qu'elle implique

Thèmes principaux :

Comptabilité, finance, communication financière, reporting ESG et aspects juridiques

Objectifs Pédagogiques :

• Savoir lire et interpréter l'ensemble d'un rapport annuel

Compétences développées :

• Comprendre les enjeux de la politique comptable relative aux actifs ;

• Comprendre et pratiquer la consolidation des comptes ;

• Maîtriser les aspects comptables des opérations financières de haut de bilan (augmentations de capital, fusions, OPE...) ;

• Savoir lire et interpréter les rapports annuels des grands groupes internationaux, y compris le rapport RSE.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

1. La politique comptable de l'entreprise relative aux actifs (séance 1)

- Le référentiel IFRS et les enjeux comptables
- La reconnaissance des actifs : définition, R&D, contrats de location
- La comptabilisation des actifs
- La baisse de valeur des actifs

2. Les comptes consolidés (séances 2 et 3)

- Le périmètre de consolidation
- La préparation des états financiers consolidés : intégration globale, mise en équivalence, compte de résultat
- La constatation et l'analyse de l'écart de première consolidation

3. Les opérations de haut de bilan (séances 4 et 5)

- Les augmentations de capital : apport en numéraire, incorporation de réserves, de créances, apport en nature
- Les réductions de capital
- Les fusions, les apports d'actifs et de titres, et les scissions

4. La communication financière et extra-financière d'une entreprise (Séance 6)

- La communication financière
- La communication extra-financière : législation, DPEF et EP&L

MATERIEL PEDAGOGIQUE

Ouvrages :

🕮 Comptabilité et analyse financière – Une perspective globale (De Boeck, 4ème édition, 2017) par Hervé STOLOWY, Yuan DING et Georges LANGLOIS

Ressources numériques :

🕮 Pour des questions précises, sur le site web de la bibliothèque d'HEC : Database NAVIS : "Editions Francis Lefebvre : Mémento Comptable ; Mémento IFRS "

🕮 IFRS website: https://www.ifrs.org/

METHODES PEDAGOGIQUES

Ce cours utilise la pédagogie inversée. Les étudiants doivent donc :

1. Avant les séances :

Etudier des thèmes de comptabilité approfondie à l'aide de courtes vidéos et vérifier leur bonne compréhension à l'aide de QCM.

2. Pendant les séances :

Faire des cas, en groupe, après que le professeur a fait un retour sur les points du cours mal compris et sur les QCM. Le cas de la séance 6 est un cas réel de rapport RSE d'une société cotée.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Cas en groupe pendant les séances.

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
10 QCM *Si non fait : 0 au quiz manqué*	*Individuel*	*10%*
Cas effectués en groupe • *Tous les groupes rendent leur cas, mais tous les groupes ne sont pas notés à chaque fois puisque chaque étudiant aura 2 notes sur le bimestre* • *Si absences excusées ou tolérées ≤ 2 : notes du groupe* • *Si absences tolérées = 3 ou 4 demi-séances : une note = 0* *Si absences tolérées > 4 demi-séances : deux notes = 0*	*Groupe*	*40%*
Test final sur l'ensemble du cours	*Individuel*	*50%*
Bref exposé d'un rapport RSE	*Groupe*	*0% to -5%*

Absences excusées : maladie avec certificat + obsèques / Absences tolérées : entretien, tournoi sportif, association, … dans la limite de 2 demi-séances.

BIOGRAPHIE

Pascale DEFLINE :

Pascale Defline est professeur associé "Education track" au Département Comptabilité-Contrôle de Gestion d'HEC Paris. Diplômée d'HEC, elle est également titulaire de l'Agrégation en Economie-Gestion et d'un Doctorat en Sciences de Gestion du CNAM portant sur la notion de rentabilité et les choix d'investissement publics.

Ses centres d'intérêts portent sur les modes actuels de pilotage public, notamment au sein des collectivités territoriales, mettant l'accent sur les aspects financiers.

Directrice académique du programme Majeure / Master AFM (Accounting, Finance and Management), elle enseigne la comptabilité financière aux étudiants du programme Grande Ecole et du programme EMBA. Elle a reçu, en 2017 et en 2023, le prix Vernimmen – BNP Paribas du meilleur professeur HEC (Education Track Faculty).

Avant de rejoindre HEC Paris, elle a enseigné à l'Université de Paris-Dauphine, en Master Affaires Publiques, et à celle de Paris Ouest Nanterre, en Master de Gestion. Elle avait auparavant passé 9 années en cabinet d'audit (Salustro-Reydel-KPMG) et en direction financière d'entreprise (Consortium de Réalisation et Saint-Gobain), après une année en mission humanitaire en Thaïlande.

Elle est membre de l'AIRMAP (Association Internationale de Recherche en Management Public).

François-Guillaume POSTEL :

Associé chez EY depuis 2013, François-Guillaume est en charge de l'audit de grands groupes internationaux dans des secteurs variés et est, au sein de notre division de conseil financier, en charge des offres relatives aux normes comptables (conversion aux IFRS, application de nouvelles normes, sujets comptables complexes) ainsi que des offres relatives enjeux comptables des transactions.

Fort de plus de 20 ans d'expérience professionnelle, il a développé une expertise sectorielle riche dans les secteurs de la technologie, des médias et des télécom ainsi que dans l'hôtellerie et l'industrie.

François-Guillaume a été membre pendant 2 ans de la direction technique mondiale d'EY dédiée aux IFRS et basé à Londres, puis membre de la direction technique IFRS en France pendant 6 ans.

Il est expert-comptable, commissaire aux comptes, diplômé d'un DEA de stratégie Paris II – ESCP.

ACCOUNTING 2 - IFRS

Teacher: **Han WU**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	32	In-person

Keywords:

FINANCE COMMUNICATION SUSTAINABILITY ACCOUNTING

SYNOPSIS

Based on all the knowledge and skills acquired before (accounting, finance, law), this course is about many aspects of the preparation and communication of accounting and financial information in listed companies, under IFRS standards: accounting for assets, consolidation, equity transactions and ESG reporting.

DETAILED DESCRIPTION

Prerequisites:

This course is designed for students who **already have a good level in accounting.**

Course overview:

Based on all the knowledge and skills acquired before (accounting, finance, law), this course is about many aspects of the preparation and communication of accounting and financial information in listed companies, under IFRS standards

Whatever you think to do, either working with a prestigious strategic consulting firm or being CFO in an innovative company or starting up your own business or playing with numbers in private equity or M&A, knowledge in consolidation and equity transactions as well as mastering assets' accounting, topics that are studied in the course, are basically essential.

And, more broadly, whatever you will choose in M2, and then in your professional life, if you prefer doing marketing, working on CSR topics or on anything else, this course will give you a real expertise and build up your credibility in any decision-making and involved issues

Principal Items:

Accounting, finance, financial communication, ESG reporting and legal aspects

Pedagogical Objectives:

• Know how to read and interpret an entire annual report.

Skills:

• Understanding issues related to corporate accounting policy for assets.

• Understanding and using consolidation.

• Mastering accounting issues of specific equity transactions (increases in capital, mergers, public exchange offers ...)

• Knowing how to read and understand annual reports of international companies, including the SCR report

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

1. Corporate accounting policy for assets (session 1)

• IFRS regulation and accounting issues

• Recognition of assets

• Measurement of assets

• Decrease in the value of assets

2. Consolidated accounts (sessions 2 and 3)

• Scope of consolidation

• Preparation of consolidated financial statements: consolidation method, equity method, P&L account

• Recognition and analysis of the first consolidation difference

3. Equity transactions (sessions 4 and 5)

• Capital increase: by cash contribution, by capitalization of reserves, by capitalization of debts, by contribution in kind

• Capital reduction

• Mergers, asset contributions, share contributions, and demergers

4. Financial and extra-financial communication of a company (séance 6)

• Financial communication

• Extra-financial communication: legal aspects, Extra Financial Performance Statement and EP&L

TEACHING MATERIALS

Books:

🕮 Financial Accounting and Reporting – A Global Perspective (Andover, UK: Cengage Learning, 5th edition, 2017) by Hervé Stolowy and Yuan Ding

Digital Resources:

🕮 IFRS website: https://www.ifrs.org/

TEACHING METHODS

This course uses the reverse and blended pedagogy. Therefore students:

1. Before classes:

Study advanced accounting topics through short videos and do MCQs to check the good grasp of these topics.

2. During classes:

Do exercises and cases, as teamwork, after explanation of specific topics, if not understood, and feedback on MCQs. The case studied during the last session is an actual case of a listed company's CSR report.

WORK AND EVALUATIONS

Work requested:

Group cases during the sessions

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
10 regular MCQ's *If not done: 0 to the missed quiz*	*Individual*	*10%*
Cases as Teamwork • *All groups give back their case, but all groups are not graded each time: a student will get 2 grades for the bimester* • *If excused absences or tolerated ones ≤ 2: grades of the group* • *If tolerated absences = 3 or 4 half sessions: one grade = 0* *If tolerated absences > 4 half sessions: two grades = 0*	*Group*	*40%*
Final Exam on the entire course	*Individual*	*50%*
Brief presentation of a CSR report	*Group*	*0% to -5%*

Excused absences: illness with a medical certificate + funerals / Tolerated absences: interview, sports tournament, association, … with a maximum of 2 half sessions.

BIOGRAPHY

Han WU received his Ph.D. in Accounting and Master in Operational Research at the Norwegian School of Economics. He was also a visiting scholar in University of California at Berkeley. His research is on empirical financial accounting, corporate governance, and auditing. His current research interests include political connections, media dissemination, large shareholders, audit firm mergers, and proxy advisors. He has published in academic journals such as Management Science and Review of Accounting Studies. He teaches financial accounting and financial statement analysis.

MONETARY ECONOMICS AND SOVEREIGN DEBT

Teacher: **Gaetano GABALLO**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

ECONOMICS POLICY DATA

SYNOPSIS

The course "Monetary Economics and Sovereign Debt" is an essential course for students who aspire to pursue a career in policy institutions, in academic research, or in any role that requires a strong foundation in macroeconomic analysis. This course is especially beneficial for students interested in majoring in Quantitative Economics and Finance (QEF) or Economics and Finance (MEF).

DETAILED DESCRIPTION

Prerequisites:

Familiarity with basic algebra (e.g. derivatives).

Course overview:

This module offers a fundamental introduction to the principles of macroeconomics, aiming to familiarize students with the keystones of monetary policy and its implications for sovereign debt management. The course is designed around pivotal inquiries: Why do central banks exist as institutions independent from governments? What are their primary goals? What tools do they employ to fulfill these goals? How monetary developments affect the cost and maturity structure of sovereign debts? These critical questions will be explored through a mix of simple models and data analysis related to the conduct of monetary policy in the US and Europe.

We will study the adaptations made by central banks in response to recent economic crises, including the creation of innovative policy instruments that have now become standard in their arsenal. A particular emphasis will be placed on the role of inflation expectations among consumers and businesses, especially the paramount significance of these expectations following the 2008-2009 financial crisis. We will study the different possible shapes and evolutions of the yield curve as a central study object of monetary-fiscal interactions.

Principal Items:

Business Cycles, Monetary Policy, Yield curve.

Pedagogical Objectives:

The aim of this course is to enable students to acquaint themselves the milestones in monetary policy theory as emerged in the practice of major economies. At the end of the course students must be able to insightfully elaborate on the following concepts: seigniorage, the Phillips curve, the intertemporal substitution channel, the Taylor rule, the yield curve, forward guidance, quantitative easing, optimal debt maturity structure, debt restructuring.

Skills:

- Students will have gained insight into the international culture of central banking and the basics of fiscal-monetary interactions.
- Understand the working of the conventional and unconventional tools of monetary policy and their implication for sovereign debt management.
- Carry out economic analysis of implemented or expected policies.

Course organization – detailed outline:

The course is organized in 6 sessions of 3 hours each, per week, during one bimester. The sequence and title of each class is as follows:

1. Why do Central Bank exist?
2. The Phillips curve and inflation-unemployment trade-off
3. The intertemporal substitution channel of consumption
4. The Taylor rule, Forward Guidance and Quantitative Easing
5. Yield curve: interpretation and the implications on the cost of debt
6. The maturity structure of sovereign debt

TEACHING MATERIALS

Slides, articles, and notes provided by the teacher.

Books:

There is no book suggested.

Digital Resources:

- HBS Case: “Jerome Powell: Navigating a New Course?” (link)
- Jerome Powell: "Monetary Policy Challenges in a Global Economy" (link)
- The Taylor rule: a benchmark for monetary policy? (By Ben Bernanke) (link)
- The Economist: Inflation shows both the value and the limits of policy rules (link)
- Who wants to be a trillionaire? The case of Zimbawe in the early 2000s (video)
- HBS Case study: “1923: Hyperinflation in Germany” (link)
- Bank of Australia explainer: government bonds and the yield curve (link)

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- Yield curve data in the US (link)
- ECB explainer: What is Forward Guidance? (video)
- Policy rate projections (link)
- LSE: "The International Experience of Central Bank Asset Purchases and Inflation" (link)
- The Extended Asset Purchases Program of the ECB (video)

TEACHING METHODS

Students are required to attend class and work on light homework during the course to be review in class.

WORK AND EVALUATIONS

Work requested:

Attendance, light homework, final exam, team project.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Attendance - Participation	*Individual*	*20%*
Exam that may include exercises and/or open-ended questions	*Individual*	*50%*
Team Project	*Group*	*30%*

BIOGRAPHY

Gaetano Gaballo is Associate Professor at HEC Paris since July 2019 and a reserch fellow of the Centre for Economic Policy Research since 2022. Professor Gaballo is on leave from Banque de France where he had been a Senior Economist in the monetary policy division since 2011. He had been affiliate professor at Paris School of Economics and an Economist in the Monetary Policy Research division at the European Central Bank. He held post-doc positions at the European Univesity Institute and Columbia University. His research interests are in Macroeconomics and Monetary Economics, with a particular focus on how economic agents form expectations and interpret changes in prices. In 2023 he was awarded an ERC Consolidator grant by the European Commission for his research project on Inflation and Business Cycles. He is author of publications in the Review of Economic Studies, the Journal of Monetary Economics and the American Economic Journal: Macroeconomics, among others.

BUSINESS ANALYTICS USING PYTHON

Teacher: **Haris KRIJESTORAC**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	**2 times in B1**	English	25	In-person

Keywords:

DATA

SYNOPSIS

With the integration of social media with businesses, there have emerged new data analytical needs involving unstructured data, especially textual data like online product reviews, Twitter/Facebook messages, transcripts of phone call logs. In this course, we will learn about some of the new analytical needs that businesses have and how we can solve them using Python programming.

DETAILED DESCRIPTION

Prerequisites:

Students should have a basic-to-average knowledge of programming, such as Python, Java, or C. For students without Python programming background, they need to complete "Unit 1 to Unit 8" of a free online course on Codecademy before the class starts: https://www.codecademy.com/learn/learn-python ("Learn Python 2").

Course overview:

With the integration of social media with businesses, there have emerged new data analytical needs involving unstructured data, especially textual data like online product reviews, Twitter/Facebook messages, transcripts of phone call logs. In this course, we will learn about some of the new analytical needs that businesses have and how we can solve them using Python programming. The course is designed for students with basic-to-average background in programming.

Principal Items:

Data science, data, business analytics, Python programming

Pedagogical Objectives:

By the end of this course, students are expected to:

1) understand the various steps involved in solving a business analytics problem

2) understand the data collection and analytical challenges faced by firms

3) understand how textual data can be collected and analyzed to derive insights

4) write basic programs using Python

4.1) understand basic programming concepts, such as data types, conditions, and functions

4.2) perform standard input/output operations, such as read and write into files

4.3) use Python modules to address analytical problems

4.4) use Python to collect data from the Internet

5) write data analytical programs using Python to address a realistic business analytics problem

Skills:

Students will be able to write data analytical programs using Python for a variety of business analytics tasks, including:

- Data visualization
- Regression (OLS, logistic)
- Feature Selection
- Classification
- Naïve Bayes / Decision trees / Random forest
- Clustering

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course consists of six parts:

- **Part 1:** Introduction & Python Basics

- **Part 2:** Data Visualization and Supervised learning (basics)

- **Part 3:** Supervised learning (advanced)

- **Part 4:** Non-Linear Models

- **Part 5:** Unsupervised Learning

- **Part 6:** Group Project Presentation

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

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TEACHING METHODS

Teaching methods include lecture, hands-on exercise, homework exercise, group course project, and group presentation.

Students need to self-organize into different groups (maximum four in one group) and work together on all the exercises, the course project, and group presentation during this course.

WORK AND EVALUATIONS

Work requested:

In the classroom students will mostly focus on learning new concepts and validating their understanding of these concepts through exercises. Outside the classroom, they will focus on developing their final project, which is group work and constitutes a majority of their grade. There will be some time in class for students to talk to me about their projects and gain feedback on a continuous basis.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Classroom citizenship & contribution	*Individual*	*10%*
Final Project - Report	*Group*	*40%*
Final Project - Presentation	*Group*	*40%*
Final Project – Individual contribution based on teammate assessment	*Individual*	*10%*

BIOGRAPHY

Dr. Haris Krijestorac is an Assistant Professor of Information Systems at HEC Paris. His research focuses on understanding how and why digital media spread, with implications for platforms, marketers, and policy-makers. Methodologically, Haris leverages a wide variety of empirical techniques for prediction, prescription, and economic inference. His work appears in leading business journals, including *Information Systems Research* and *Production & Operations Management*.

Haris received a Ph.D. in Information Systems from The University of Texas at Austin and has bachelor and master's degrees from Carnegie Mellon University.

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SUSTAINABLE OPERATIONS MANAGEMENT

Teacher: **Sam AFLAKI**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SUSTAINABILITY MANAGEMENT

SYNOPSIS

This course will consider sustainability's environmental, social, and economic aspects within the context of firms' operational decisions. These include inventory management, logistics design, take-back schemes, and technology choice. We will focus on the challenges faced by firms with sustainability considerations and the opportunities within innovations that lead to economic and social/environmental impacts.

DETAILED DESCRIPTION

Prerequisites:

The course does not have any hard pre-requirements. However, an advantage is an elementary understanding of mathematical concepts, including calculus, probability theory, and statistics.

Course overview:

Operations Management is a critical field that involves optimizing an organization's resources to align supply and demand efficiently and effectively. It profoundly impacts a firm's operational decisions, which, in turn, determines the design of systems and the technologies used in the supply chain. This course, "Sustainable Operations Management," aims to delve into this crucial subject with a distinct emphasis on sustainability.

An organization's environmental, economic, and social sustainability hinges significantly on its operational decisions, from how efficiently materials, energy, and human resources are used to how supply meets demand in production and service domains. These decisions collectively shape the sustainability profile of a single organization and the entire ecosystem revolving around human activity.

In this course, we will explore sustainability in three key aspects-environmental, social, and economic-within the context of operational decisions. We'll discuss the practicalities and intricacies of inventory management, logistics design, take-back schemes, and technology choice under the sustainability lens.

However, our exploration continues beyond merely addressing challenges. This course emphasizes understanding the wealth of opportunities that sustainability-oriented operations can uncover. By integrating sustainability principles into operations management, organizations can innovate in ways that mitigate environmental and social impacts and catalyze economic growth and competitiveness.

We will consider real-world cases throughout the course, encouraging students to apply theoretical knowledge to practical scenarios. We will examine how sustainability considerations can transform challenges into opportunities for innovation, ultimately leading to profound economic, social, and environmental impacts.

By the end of this course, students will have gained a comprehensive understanding of sustainable operations management, equipped with the knowledge and skills to implement sustainability strategies in real-world operations, driving positive change and value creation within their organizations and broader ecosystems.

Join us on this journey as we redefine the frontiers of operations management and seize the exciting opportunities that sustainability offers in this critical field.

Principal Items:

The overarching aim of this course is to furnish students with a toolkit enabling them to assess, refine, devise, and implement business strategies that address social and environmental issues while bolstering long-term firm profitability. To this end, we will utilize various tools, methods, and frameworks, such as sustainable product design, green procurement, supply chain management, LCA analysis, socially responsible operations management, and sustainability performance measurement. We will also scrutinize and discuss global issues related to energy efficiency, waste management, labor practices, human rights, and poverty, offering fresh perspectives on these complex challenges.

Pedagogical Objectives:

1. Understand the crucial role of operations management in firms' social responsibility.
2. Establish connections between traditional operations management frameworks and social responsibility initiatives.
3. Apply relevant decision frameworks, including green supplier selection and sustainable product design.
4. Develop skills to measure and report sustainability performance, including investment in environmental technologies.
5. Utilize fundamental project management tools to oversee social responsibility projects.
6. Grasp the fundamentals of lifecycle analysis and perform LCA exercises.
7. Recognize the potential of socially responsible operations in creating new business models and appreciate the fundamental operations and supply chain challenges.
8. Understand the role of gender in supply chain management and how it contributes to achieving overall social responsibility.
9. Develop strategies to ensure workplace health and safety, considering it as a crucial aspect of social responsibility in operations management.

Skills:

1. **Sustainable Operations Analysis:** Ability to analyze and evaluate operations from a sustainability perspective, considering environmental, social, and economic impacts.
2. **Sustainable Decision-Making:** Proficiency in applying decision frameworks focused on sustainability, such as green supplier selection and sustainable product design.

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3. **Lifecycle Assessment (LCA):** Understanding and application of LCA methodologies to assess the environmental impacts of a product or service throughout its lifecycle.
4. **Sustainability Performance Measurement:** Skills in measuring and reporting sustainability performance, including the use of key performance indicators (KPIs) and benchmarking techniques.
5. **Green Supply Chain Management:** Knowledge and implementation of strategies for green supply chain management, encompassing procurement, supplier selection, transportation mode, and supplier evaluation.
6. **Social Responsibility in Operations:** Understanding of the role and application of social responsibility principles in operations management, including labor practices, human rights, and workplace health and safety.
7. **Sustainable Product Design:** Skills in integrating sustainability principles into the design process, applying Design for Environment (DfE) principles, and understanding Extended Producer Responsibility (EPR).
8. **Project Management:** Ability to use project management tools to effectively manage and control social responsibility projects.

TEACHING MATERIALS

Pedagogical resources will be readily available on the Blackboard course website

Books:

N/A

Digital Resources:

Course website on Blackboard

TEACHING METHODS

Lectures: Fundamental theories, principles, and concepts related to sustainable operations management will be delivered through interactive lectures. The lectures will provide an in-depth understanding of topics like the circular economy, sustainable product design, waste management, green supply chain management, and social responsibility. These sessions are designed to be participative, encouraging students to engage with the content and the instructor.

Simulations: To give students hands-on experience with decision-making in a controlled environment, we will use simulations. These will particularly focus on topics like green procurement, sustainable product design, and green supply chain management. Simulations will allow students to see the outcomes of their decisions, understand the complexities involved in these areas, and learn to strategize effectively.

Case Discussions: Real-world case studies will be used to illustrate the practical applications of the theories and concepts discussed in the lectures. The cases will be selected from a wide range of industries to give students insights into different contexts and challenges. These discussions are intended to enhance critical thinking and problem-solving skills and foster a deeper understanding of the subject matter.

Student Presentations: Students will be required to conduct research on a selected topic and present their findings to the class. These presentations will not only enhance students' understanding of the topic but will also help them improve their communication and presentation skills. It also offers an opportunity for students to learn from each other's research and perspectives.

All these teaching methods are designed to create a comprehensive learning experience, combining theory with practice and individual work with collaborative learning. The aim is to prepare students for real-world challenges and inspire them to contribute to sustainable operations management in their future roles.

WORK AND EVALUATIONS

Work requested:

Reading Assignments: Required readings will be assigned before each session to provide background and foundational knowledge on the topics to be discussed. These will include academic articles, book chapters, and industry reports.

Case Analyses: Students will be asked to prepare written analyses of assigned case studies. The analyses should present a thorough understanding of the case, discuss the issues involved, and suggest potential solutions.

Simulation Exercises: Students will participate in several simulation exercises throughout the course. These exercises will require preparation, active participation during the simulation, and a written report discussing the decision-making process and outcomes.

Research and Presentation: Students will work individually or in groups on a research project related to a specific topic in sustainable operations management. The research findings will be presented to the class in one of the final sessions. A written report detailing the research methodology, findings, and implications will also be submitted.

Class Participation: Active participation in all class activities, including discussions, simulations, and presentations, is expected. This will not only enhance the learning experience for the individual student but also contribute to the learning environment for the class as a whole.

All assignments should be submitted in a timely manner, according to the deadlines specified in the course syllabus. The quality of the work submitted should reflect a clear understanding of the course material and original thinking. Plagiarism in any form is strictly prohibited and will be penalized.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class Participation	*Individual*	*20%*
Simulation Exercices	*Individual*	*20%*
Research and Presentation	*Individual*	*20%*
Final Examination	*Individual*	*40%*

Additional details:

Please note that the following is an initial outline of the course assessment structure. Remember, the above structure can change, and any updates will be communicated promptly. Ultimately, the course aims to encourage deep learning, critical thinking, and the ability to apply course concepts in practical, real-world contexts.

1. **Class Participation (20%):** Your active engagement and input in class discussions, case study analyses, and group activities will be assessed. This includes your preparedness for the class, the relevance of your contributions, your ability to respect and build upon others' ideas, and your overall participation in class.

2. **Simulation Exercises (20%):** Assessment will be based on your performance during the simulations as well as on your post-simulation reports. Your ability to apply course concepts, make sustainable decisions, and critically analyze the outcomes will be evaluated.

3. **Research and Presentation (20%):** Your research project will be assessed based on the thoroughness of your research, the quality of your written report, and the effectiveness of your presentation. Clarity, originality, and the depth of your analysis will be key evaluation criteria.

4. **Final Examination (40%):** A final exam will test your understanding of the key concepts covered throughout the course. It will assess your ability to synthesize the course content and apply the learned principles to novel situations

BIOGRAPHY

Professor Sam Aflaki is the holder of the CMA CGM Chair on "Sustainability and Supply Chain Analytics." He serves as the Department Chair for Information Systems and Operations Management and the Academic Director for the Operations module in the HEC EMBA program.

With a Ph.D. in Management from INSEAD, Sam has dedicated his scholarly pursuit to sustainable decision-making, operations management, and energy policy research. His work, focusing on these areas, has found a place in prominent management and economics journals, earning recognition in several esteemed INFORMS competitions.

As the French co-director of the Industrial Excellence Award, Sam is deeply involved in one of the world's most significant operational management competitions for manufacturing and service organizations. Sam regularly teaches courses in Operations Management—with a particular emphasis on sustainability—across various degree programs. His expertise has also been welcomed as a guest lecturer at numerous leading management institutions worldwide.

HEC PARIS

DIGITAL ASSETS AND BLOCKCHAIN

Teacher: **Pablo BAQUERO**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

LAW INNOVATION SOCIETY

SYNOPSIS

This is an introductory course on blockchain technologies and cryptoassets, with three main objectives: 1) to provide students with an understanding of the core concepts behind blockchain technologies; 2) to explore key business applications based on blockchain technologies; 3) to examine the main legal and regulatory challenges posed by these applications.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The use of blockchain technologies and cryptoassets is rapidly disseminating throughout the business sector, requiring an understanding of their possibilities and limitations both from a business perspective and under existing laws and regulations. Based on discussions of several case studies involving blockchain business applications, this course (i) provides an understanding of the key concepts behind blockchain technologies to enable an analysis of the business scenarios in which deploying them may be a good strategy; (ii) explores different applications that are built based on blockchain technologies, spread throughout different fields (e.g., capital markets, real estate, payments); (iii) presents the legal and regulatory challenges posed by these business applications, particularly under the European regulations governing the subject (e.g., MICA and MIFID II).

Principal Items:

· Blockchain technologies, Distributed Ledger Technologies

· Key concepts behind Blockchain Technologies: Cryptography, Encryption, Hashing, Mining, Consensus Protocol, Proof-of-work, Proof-of-stake

· The rise of new business models and applications based on blockchain technologies: Cryptocurrencies, Self-Sovereign Identities, Smart Contracts, Decentralized Business Models, the “Ledger of Things”

· Main Legal Challenges involving Blockchain (e.g., Financial Regulations, Anti-Money Laundering, Privacy, Dispute Settlement)

Pedagogical Objectives:

The course intends to guide the students in order to:

1. Master the key concepts underlying blockchain technologies.

2. Develop a critical understanding of the key legal, technical, and socio-economic issues at stake with the use of blockchain technologies and applications.

3. Analyze the business scenarios where the deployment of blockchain technologies may or may not be a good solution.

4. Understand the legal challenges involved in implementing blockchain applications in business.

Skills:

1. To evaluate the feasibility, challenges and advantages of deploying blockchain technologies in different scenarios.

2. To identify the main potential business applications available and their basic technological structure.

3. To identify the main legal and regulatory issues surrounding cryptoassets and blockchain technologies in a particular situation, particularly under European regulations.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

SESSION 1 – INTRODUCTORY SESSION: DIGITAL ASSETS AND BLOCKCHAIN TECHNOLOGIES

This session provides an overview about the rise of blockchain technologies in society, business and the economy, critically discussing their potential to create a new model of trust without centralized intermediaries. It distinguishes blockchain from previous technological breakthroughs (the Internet of information versus the Internet of value), providing several examples of how blockchain can support new business models. Based on several cases and examples, we will analyse different business scenarios and discuss whether the deployment of a decentralized blockchain business model may or may not be a good solution in each of them.

SESSION 2 – EXPLORING BLOCKCHAIN BASICS FROM THE PERSPECTIVE OF THE STUDY CASES

In this session, we will examine the basics of blockchain technologies in the backdrop of some of the main cases where the use of blockchain applications has created challenges. Through these cases, we will examine the basics of how blockchain technologies operate (exploring concepts such as cryptography, peer-to-peer sharing, hashing, mining, consensus protocol, proof-of-work, proof-of-stake), the main existing blockchain platforms (Ethereum, Corda, HyperLedger), the different types of blockchain (public, private, hybrid), the underlying economic incentive structure behind it (cryptoeconomics), and then question what is (or whether there is) a role for humans in the context of these technologies.

SESSION 3 – CRYPTOASSETS AND INTRODUCTION TO REGULATION OF BLOCKCHAIN

This session will discuss the main types of cryptoassets and their three potential functions (as currency, tokens or as investment). We will then focus on cryptocurrencies and their different types (e.g., purely digital coins and fiat-based or "stablecoins") and current initiatives related to the launch of different Central Bank digital currencies. We will also examine how different types of cryptoassets can be deployed to raise capital for business.

We will examine different types of tokens and discuss the potential and limitations of using initial coin offerings (ICO's) to raise capital.

We will then turn to the existing legal framework underlying cryptoassets as well as current discussions and proposals on how to regulate them. A crucial aspect is to what extent blockchain can and should be regulated by traditional legal institutions or whether it should be left to be self-regulated by the (computer) code ("the code is law"). In this class, we will look into the existing regulations on investor and consumer protection related to crypto-assets particularly in the context of the European Union.

SESSION 4 – REGULATION OF BLOCKCHAIN (continuation) – ANTI-MONEY LAUNDERING AND PRIVACY

In this class, we will continue looking to how laws and regulations can govern blockchain and crypto-assets. We will particularly examine financial rules concerning anti-money laundering (AML) and know-your-customer (KYC) regulations. We will then further examine the challenges for privacy regarding the exchange of cryptoassets and the current technical initiatives (particularly the different types of existing compliance technologies) and legal discussions in course to enhance it.

SESSION 5 – SMART CONTRACTS

This class will focus on smart contracts, which implement the basic functionalities in most blockchain applications. We will examine the concept and review their application in different areas (in financial markets, insurance, digital works, legaltech) and limitations (from a technical, business and legal viewpoint). We will particularly examine whether smart contracts can be legally considered as contracts, their modes of interaction with the legal system and how dispute resolution involving them can take place. We will also examine how smart contracts can be deployed outside the blockchain (or off-chain). looking into a case study about the use of smart contract technology as a tool to check for compliance with privacy regulations in supply chains.

SESSION 6 – GUEST TALK, DISCUSSION OF ASSIGNED PROJECTS AND CONCLUSION OF THE COURSE

The final session will be divided into two parts. In the first part, we will have a guest working in the NFT industry. In the second part of the session, we will have a discussion about the project assigned to the students.

TEACHING MATERIALS

Books:

Kevin WERBACH, The Blockchain And The New Architecture Of Trust (MIT Press, 2018)

Digital Resources:

El Salvador Bitcoin Libertarian Streak Meets Autocratic Regime (2022), Wired, Available At Https://Www.Wired.Com/Story/El-Salvador-Bitcoin-Libertarian-Streak-Meets-Autocratic-Regime/

MIT Technology Review. (2018, April 23). Explainer: what is a blockchain? Available at: https://www.technologyreview.com/s/610833/explainer-what-is-a-blockchain/

And others TBD

TEACHING METHODS

Students are required to read in advance the material in the Syllabus and prepare notes for discussion. The course is designed to be discussion-based and case study-based. It will also rely on explanation and questioning and will have dedicated moments to open brainstorming and creative thinking.

Students will also get involved in a group project, where they will analyze the feasibility of deploying blockchain technologies to deal with a particular business case.

WORK AND EVALUATIONS

Work requested:

The grade will be based in the assessment of a group project: 50% of the grade will be awarded for the in-class presentation of the group and 50% for the paper delivered in the context of the group project.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Group project	*8h Group*	*100%*

Additional details:

The students will be assigned a particular blockchain application and will have to perform a SWOT analysis of the different business, legal and technical issues surrounding it

BIOGRAPHY

Pablo Marcello Baquero is Assistant Professor at HEC Paris and a Chair at the Hi! Paris Center on Data Analytics and Artificial Intelligence for Science, Business and Society. He is a member of the Smart Law Hub at HEC Paris, a 2023/2024 Faculty Associate at the Berkman Klein Center at Harvard University, is involved in different interdisciplinary academic communities focused on law and technology and collaborates closely with scholars across different disciplines, in projects at the intersection between law, AI, smart contracts and blockchain.

RETHINKING INTERNATIONAL RELATIONS

Teachers: **Bertrand BADIE & Jeremy GHEZ**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

GEOPOLITICS SOCIETY ECONOMICS

SYNOPSIS

In this course, Bertrand Badie argues that the traditional paradigms of international relations are no longer sustainable, and that ignorance of these shifting systems and of alternative models is a major source of contemporary international conflict and disorder. Through a clear examination of the political, historical, and social contexts, Badie illuminates the challenges and possibilities of an 'intersocial' and multilateral approach to international relations. Jeremy Ghez, for his part, takes a closer look at a few cases that highlight these transformations and their implications for business. The course is thus enriched by the cross-views of a political scientist and an economist.

DETAILED DESCRIPTION

Prerequisites:

Fundamentals of international relations (IR).

Course overview (executive summary):

We are repeatedly told that the world has become increasingly complex and indecipherable. The order of the Cold War has been replaced by a new geopolitical disorder threatening to descend into "chaos". The weakening of the United States, the emergence of new economic giants, the eruption of so-called "rogue states" and uncontrollable terrorist organizations: these are all causes for concern, sometimes fueling nostalgia for an old order... which has never had the stability it is said to have had.

In this course, Bertrand Badie breaks with lazy or consensual explanations. He reminds us that it's time to abandon the mental categories of the Cold War. He calls into question the diplomacy of Western states, which want to continue to rule the world against the grain of history, and in particular that of France, which too often oscillates between arrogance, indecision and ambiguity.

The power game has seized up. The international order can no longer be regulated by a small club of oligarchs who exclude the weakest, ignore the demands of society for justice and protection against global risks (climate, pandemic, risks of starvation...) that are emerging from a new world where actors are more numerous, more diverse and more resistant to arbitrary disciplines. For this reason, this course also suggests ways of thinking about an international order that is, if not just, at least less unjust.

Companies never make decisions in a vacuum. The implications of these transformations for them may be hard to decipher, and yet critical to anticipate. Two case study discussions with Jeremy Ghez will let participants consider implications of these transformations for them.

Principal Items:

International relations; geopolitics; governance.

Pedagogical Objectives:

- Delivering to the students the new trends in IR studies
- Opening the way to an interactive class presentation to develop a critical vision of the traditional concepts and approaches
- Dealing with contemporary cases: Sahel conflict, Ukraine, Near East, human security, alliances, common goods…
- Analyzing the strategies of players
- Defining lines of force and power relationships
- Drawing implications for the private sector

Skills:

- Analyzing international situations with new reading grids
- Integrating elements of world politics into your business strategy

Course organization - detailed outline:

6 sessions of 2 hours, weekly, and two 3h-sessions twice over the same period.

HOW IR WERE INVENTED

- What did IR mean before 1989?
- How to conceive a Westphalian order?

THREE MAJOR RUPTURES

- Decolonization, depolarization, globalization
- A new politics of meaning?

POWER, TERRITORY AND GEOPOLITICS

- Power politics vs weakness politics
- Deterritorialization
- Illusions and collapse of geopolitics

AN INTERSOCIAL WORLD

- Non state actors
- International social issues

CASE STUDY: THE INTRIGUING KINGDOM OF SAUDI ARABIA

- The transformation of the Gulf
- What it could mean for the future of globalization

STATES IN QUESTION

- Old states
- Imported states
- Post-Westphalian states

NEW INTERNATIONAL CONFLICTS

- Old wars
- New wars
- New peace?

CASE STUDY: WHERE DOES THE US GO NEXT?

- Interpreting the results of the 2024 US presidential elections
- Their implications for the state of the world and the state of international relations
- What does this mean for business in the US, for business globally?

TEACHING MATERIALS

Books:

BADIE, Bertrand, *Rethinking International Relations,* Elgar Publisher, 2020

GHEZ, Jeremy*, Architects of Change: Strategies for a Turbulent Business Environment*, Palgrave Macmillian, 2019

Digital Resources:

N/A

TEACHING METHODS

Presentations and case studies.

WORK AND EVALUATIONS

Work requested:

Participants will hand in after the session on Saudi Arabia a group work that will count for 50% of the grade and that will be done in class. They will need to hand in a final assignment after the case discussion on the United States that will tackle all of the material seen in class. This final individual assignment will be peer reviewed and count for 50% of the final grade.

Back to summary

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Sub-group work on Saudi Arabia		*50%*
Individual paper after the in-class discussion on the United States		*50%*

BIOGRAPHY

Bertrand Badie is a French academic and political scientist specializing in international relations. He is one of the most influential specialists in the sociology of international relations of the last 30 years. Professor emeritus at the Institut d'études politiques de Paris, he is an associate professor at the Centre d'études et de recherches internationales (CERI).

Jeremy Ghez is a professor of Economics and International Affairs at HEC Paris (Education Track). He is the academic director of the Sustainable and Disruptive Innovation Track in the HEC Paris MBA program and of the HEC Paris Center for Geopolitics. His research and teaching focuses on managerial economics, the global business environment, strategic foresight, tech giants, as well as on US and European politics. Previously, he was an assistant policy analyst and a research fellow at the RAND Corporation and at RAND Europe. In 2019, he was named one of the world's 40 best under-40 MBA professors by Poets and Quants and in 2021, he received the Pierre Vernimmen prize for his teaching. His book, Architects of Change: Designing Strategies for a Turbulent Business Environment, was published by Palgrave MacMillan. He has appeared on Bloomberg, the BBC and France 24, as well as on various French media.

HEC PARIS

COMMUNICATION AND MARKETING

INTERNATIONAL MARKETING

Teacher: **Philippe GRECO**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

MARKETING   STRATEGY   COMMUNICATION   ORGANIZATION   CULTURE   INTERNATIONAL

SYNOPSIS

This course on International Marketing covers the specificities of marketing on the global stage, intercultural management, and strategies for product and service management, pricing, and communication. It includes six sessions with group discussions, homework assignments analyzing the marketing strategies of renowned companies, and guest speakers sharing their experiences. The evaluation is based on active participation, group homework, and a final exam on a real business case

DETAILED DESCRIPTION

Prerequisites:

This course is designed to be followed in parallel to or after the M1 Strategic Marketing course.

Exchange students are welcome (similar requirements of mandatory M1 level Strategic Marketing course already followed)

Course overview:

Globalization, international development… Companies use many levers when growing on the international battlefield. Their global marketing is a strong key to boost their performance and the management of international marketing teams is crucial for success.

Each session will be organized around International Marketing stakes: Context and internes / external of international businesses, Market research and business intelligence, International business structures and organization, Intercultural management applied to Marketing stakes, International Product & Services management, International Pricing policy, International distribution, International Communication.

The analysis of international marketing practices will be undertaken in subgroups and will be discussed in class.

In order to foster discussions and knowledge/ idea sharing, the tuition will be driven based on technical and practical knowledge, Business cases in several business sectors, Discussions with professionals who will intervene to share their past and current experiences

Principal Items:

Marketing, international business, versioning of the marketing mix, intercultural management, global business evolutions and related opportunities…

Pedagogical Objectives:

The aims of the course are:

- Understand the stakes of Marketing in international companies

- Get to grips with International Marketing specificities: the opportunities and potential pitfalls deriving from its deployment

- Be able to analyze the Marketing Strategy of a company on its international markets and understand the specific issues related to doing business in several countries & regions.

Skills:

International marketing, Market analysis, Development of actionable recommendations, intercultural teamwork

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

Indicative session contents which may be adapted to better fit with student concerns and what's going the world

Session 1 Introduction

Key stakes for an international deployment

International market research

Company case examples (Physio-Control in EMEA, Edenred global deployment of a new offering)

Session 2 Discussion on International Marketing whitepapers by IBM, EY, Deloitte…

Impacts of globalization & localization

Mix marketing standardization levels

International marketing organizations and company maturity levels

Session 3 Cultural factor impact on International Marketing

International distribution and Retail channels

International pricing strategies

Session 4 International product & services deployment

Homework presentation by subgroup, discussion in class and debrief

Guest speaker

Session 5 International Communication strategies

International Brand Management

Homework presentation by subgroup, discussion in class and debrief

Guest speaker

Session 6 Main pitfalls in international marketing deployment

Homework presentation by subgroup, discussion in class and debrief

Guest speaker

Preparation of final exam on a real company case

TEACHING MATERIALS

Books:

Global Marketing Warren J.KEEGAN / Mark C. GREEN (PEARSON)

Digital Resources:

N/A

TEACHING METHODS

After the 2 first sessions, a group homework will reinforce the active learning by students. Homework and contributions will be asked before attending the sessions. The discussion and knowledge sharing are key for the quality of the tuition.

Homework will be dedicated to the analysis of International marketing strategies of leading companies in several industries. The focus will be on understanding the differences of execution they develop between regions and countries to better address the international marketing stakes

WORK AND EVALUATIONS

Work requested:

Individual work is expected between the sessions. Participation during and between sessions is expected

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Active participation during the sessions	*Individual*	*40%*
Group homework (international marketing analysis a renowned company)	*Team work*	*40%*
Final exam: a business case will allow students to use the course learning on a real situation – Remote exam	*Individual*	*20%*

BIOGRAPHY

In parallel to teaching at HEC Paris, **Philippe Greco** is the Chief Marketing Officer at Intelcia, an international B2B service company (50,000p. and €800M turnover), that specializes in Innovation & Consulting, outsourcing CX, IT solutions, and BPO. Philippe manages the company's marketing operations globally and runs by interim as Marketing Director for France. In addition, he serves as an Advisory Board member for start-ups in the seed stages.

Philippe gained operational experience in various companies. He was Chief Digital Officer of Galeries Lafayette, Director of Marketing for Western Europe at IBM Global Services, and Director of Marketing and Direct Sales at Thomas Cook, to name a few.

Philippe founded and managed a marketing & sales consulting company from 2002 to 2016, where he provided consultancy services to companies' C-levels and boards to help them achieve business transformations. He sold his company to BVA group, an independent French Market research company, and was Deputy Managing Director Business Development at BVA group for nearly three years.

Philippe has a passion for Customer Experience, Product Development, Lead Generation, and enjoys transforming ideas into action plans to drive business. He loves B2B & B2C Services and growth business environments and can help companies across many sectors, including B2B Services, travel and transportation, telecoms, financial services, industry, and retail. He is a valuable resource for entrepreneurs and ExCom members.

POLITIQUE, CRISES, COMMUNICATION

Enseignant : **Gaspard GANTZER**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	**B1 et B2**	Français	54	Présentiel

Mots-clés :

COMMUNICATION

SYNOPSIS

Ukraine, attentats, changement climatique, retraite, dépression économique, comment comprendre les mutations de la communication politique dans un monde en crises permanentes ? A partir de l'étude de cas concrets de crises contemporaines, nous apprendrons ensemble les fondamentaux de la communication moderne.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

La vie politique est scandée par des crises successives : crises politiques, crises économiques, crises sociales, crises géopolitiques et même crises privées.

La communication constitue un des principaux leviers pour répondre à ces crises protéiformes et complexes qui mettent en difficulté les dirigeants politiques. Instrument stratégique majeur, elle permet de gérer l'imprévisible, l'improbable, l'inattendu et de tenter d'en maitriser l'impact, pour l'image des dirigeants et la perception de leur action.

Pour tenter de cerner au mieux les enjeux et les méthodes de la communication de crise dans le champ politique, chaque séance abordera des situations concrètes, issues de l'actualité récente, et reviendra sur des expériences réelles, en France, au cours des dernières années.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine, pendant un bimestre

Le cours sera organisé en 6 séances :

<u>Séance 1 : Introduction</u> – Présentations des concepts (Politique, Communication, Crise) – Analyse de l'évolution du champ médiatique et politique et des règles de base de la communication de crise.

<u>Séance 2 : Les crises sanitaires</u>

- L'affaire du sang contaminé

- L'épidémie de Coronavirus dans le monde

Séance 3 : Les crises politiques

- Le mouvement des Gilets jaunes
- Les réformes des retraites en France

Séance 4 : Le risque terroriste

- Le 11 septembre 2001
- Les attentats de Paris et de Saint-Denis de novembre 2015

Séance 5 : La guerre

- Les interventions militaires américaines en Irak
- L'intervention française au Mali

Séance 6 : L'entreprise face aux crises

- L'affaire Ghosn
- L'affaire Cambridge Analytica

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Chaque étudiant devra réaliser au moins une étude de cas, en groupe. Nous réaliserons aussi des exercices de gestion de crise et mises en situation à la fin de chaque séance.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Etude de cas		*50%*
Participation	*Individuel*	*50%*

BIOGRAPHIE

Gaspard GANTZER

WINE CULTURE AND MARKETING

Teacher: **Aurélie LABRUYERE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	45	In-person

Keywords:

COMMUNICATION CULTURE ENTREPRENEURSHIP MARKETING PERSONAL DEVELOPMENT

SYNOPSIS

Wine is a global totem, an aspirational aesthetics and a bankable business.

Wine is the bridge between agriculture, business and culture. Let's explore the value creation chain to understand what makes wine so special, from vine-growing to market issues. Let's travel the wine planet and stop on France. Let's investigate the current challenges wine is facing from climate change to digital disruption.

DETAILED DESCRIPTION

Prerequisites:

Readings about wine + some practice of wine tasting + visits of wine places around the world.

Perfect for culture addict students, especially wine lovers, and members of wine tasting societies such as Grand Cru.

Course overview:

Fine wines are deeply rooted in Western civilization; at the same time, they are also a global consumer good to be sold and marketed. Producing fine wine lies at the border of opposing domains. It is a lifestyle, a craftsmanship, a fascinating art with local roots – and it is also a global business with tremendous potential and added-value creation. As a luxury item born in the field, the value of fine wine has recently skyrocketed. But it is also in great danger due to climate change. Making wine is riskier than ever. Geopolitical crisis are boosting macro trends changes in wine drinking and purchasing patterns. Innovation and adaptation are the key words within the value channel to keep producing and selling wine successfully!

Principal Items:

Marketing, culture, economy, geopolitics and history of wine

We will explore the wine planet key datas: vine growing, wine production and wine consumption. Develop case studies from countries all around the world.

Our approach to mastering the wine business is to focus first on 3 eminent French wine regions (Bordeaux, Bourgogne and Champagne) that create added value and are globally recognized as archetypes.

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Pedagogical Objectives:

Objectives and take-aways

Master value creation issues in the high-end wine business as well as savoir-vivre.

Build a personal and leading vision of great wines.

Deepen your knowledge on French and European lifestyle.

Understand the context of the wine civilization: history, fine arts, sociology and business organization.

Examine the symbiotic relationship between psychosocial, cultural, and business dimensions shaping the heritage and future of the wine industry.

Grasp relevant issues in wine marketing and economics involving data, market trends, press and impact of climate change.

Identify and map out value creation challenges and opportunities in the wine business today and tomorrow,

Gain hands-on experience through real case studies.

Skills:

- Technical skills: vine growing, enology and wine tasting fundamentals
- Responsible drinking
- Knowledge in wine history, wine geopolitics, marketing and pricing.

Course organization - detailed outline:

2 sessions of 2 days, on Fridays afternoon and Saturdays

The current period is critical to the history of fine wines due to big changes in wine consumption, as well as an increase of fine wine production throughout the world. To understand the global wine business, it becomes imperative to understand several emerging issues including competition or convergence between the so-called old and new wine worlds, the emergence of a third-world led by China, the challenge to French wine leadership, the evolution of large corporations and small independent family estates, the logic of "terroir" and branding…

Big issues are transforming the wine world and impacting both production and sales. They rise new challenges, are full of threats but also of opportunities to catch!

The course consists of 2 week-end sessions

- Session I: lecture on wine planet (production, consumption, markets) / value creation / focus on Bordeaux, Bourgogne and Champagne.

- Session II: presentation of case studies by the groups + final test.

- In between: personal and group work

TEACHING MATERIALS

Books:

- CHARTERS Steve, The Routledge Handbook of wine and culture, 2022
- GACON & LABRUYÈRE, *Aesthetics of Wine*, Glénat, 2023
- HALL Michael C & MITCHELL Richard, *Wine Marketing*, B-H
- JOHNSON, Hugh, *World Atlas of wine*, Flammarion
- LAPSLEY James & MOULTON Kirby, *Successful Wine Marketing*, Springer
- MARKHAM Dewey, *1855 History of a Bordeaux classification*, Editions Féret
- SMITH Barry C. et alii, *Questions of taste, the philosophy of wine*, Signal Books, Oxford
- SIMPSON James, *Creating Wine, The emergence of a World Industry*, Princenton Press
- SPAENJERS, Christophe, *The Price of Wine*, HEC, 2014
- Thach LIZ & Yeung PETER, *Luxury Wine Marketing: The art and science of luxury*, 2019
- WANG, Janet Z. *The Chinese wine Renaissance A wine lover's companion*, Ebury Press, 2019
- Thach LIZ & Janeen OLSEN & Paul WAGNER, *Wine Marketing and Sales*, 3rd Edition: Success Strategies for a Saturated Market, 2019

Digital Resources:

E-learning platforms by official Bordeaux, Bourgogne and Champagne Committees

OIV website for international official datas www.oiv.int

+ Various market studies on wine production and distribution
+ the international wine press, such as Decanter, Wine Spectator, Revue du Vin de France.

Documentaries and movies

• MONDOVINO by Johnathan NOSSITER, 2003

• RED OBSESSION by Warwick ROSS, 2011

TEACHING METHODS

1/ Company profiling: make research and build an executive summary including key facts and datas, range of products, brand power, SWOT analysis …

Examples : Constellation, Pernod Ricard, Moët Hennessy, Castel, Changyu, Artemis Domaines, Feuillatte, groupe Roederer, Gruppo Antinori, Familia Torrès, Guigal, Egon Müller, Barons Philippe de Rothschild, Clarence Dillon, Concha y Toro, as well as small family owned and managed estates such as Domaine de la Romanée-Conti or Petrus.

2/ Groups of students will have to address some of the following issues and present the result of their case study to the rest of the class.

Examples:

- *Global warming issues such as drought or frost,*
- *Post-Covid markets,*
- *NFTs and wine,*
- *New latitude wines,*
- *Organic farming and biodynamics,*
- *The status of wine,*
- *Drinking patterns,*
- *Scientific innovations.*

WORK AND EVALUATIONS

Work requested:

Personal reading, researching. Writing a company profile.

Group work: preparing a case study and presenting to the class

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Final individual Test	*Individual*	*50%*
Group case study	*Group*	*25%*
Company Profile		*25%*
Active participation	*Individual*	*Bonus*

BIOGRAPHY

An HEC Paris alumna, **Aurélie Labruyère** has founded wine education at HEC Paris as early as 2005. Since then, she teaches and lectures for Masters students as well as Executives. She designs and accompanies learning expeditions to vineyards such as HEC Académie Vigne & Vin in January.

Her expertise and track record in high education around wine has gone global as she just launched the Wine Business & Culture Certificate at ESA Business school (Lebanon).

An entrepreneur in the wine business, she founded Vindême 15 years ago to develop an innovative continuum between wine trade and wine culture for a community of aesthetes of wine.

Aurélie holds an extensive consulting experience for wine estates and brands.

Her last book, co-signed with Julien Gacon, Aesthetics of Wine has just been published in English.

Passionate about humanities, she holds a background in literature at Sorbonne University and is an alumna of Sciences Po Paris. Her career kicked-off in Bordeaux. She today lives in Bourgogne.

UNDERSTANDING AND PRACTICING COMMUNICATION

Teacher: **Lucas DELATTRE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

COMMUNICATION CULTURE PERSONAL DEVELOPMENT

SYNOPSIS

Learn to communicate effectively, to deliver clear and relevant messages both orally and in writing.

DETAILED DESCRIPTION

Prerequisites:

Personal motivation

Course overview:

The first objective of the course is to help understand the link between communication and memorization: what is well communicated is well retained. Communication is about getting ideas into people's heads and emotions into their hearts in the long term. There are techniques for that. We will go back to the fundamentals of rhetoric: docere, delectare, movere (instruct, please, move).

The second objective of the course is to help understand that "the single biggest problem with communication is the illusion that it has taken place" (George Bernard Shaw).=> it is good to start from the principle that nobody listens to you a priori, that nobody is interested in you a priori, and that nobody understands you a priori. "In order for you to be interested in me, I have to tell you about yourself" (Marguerite Duras) => it is extremely important to understand and master this, particularly in today's world of social media, where narcissism is king. With this in mind, it is possible to communicate effectively.

The third objective of the course is to understand that communication is a conversation => the work of the communicator is anything but a monologue. You will never be listened to if you proclaim something from the top of your pedestal. Communication is not primarily about talking, but about listening and looking around.

A series of paradoxes will be explored:

1) Communication is manipulation, hence the mistrust that arises from any "communication operation", especially when it is just talk without effect. The suspicion that hangs over any communication operation is that it is not 'authentic'.

2) Communication is also about telling the truth, hence the responsibility of communication professionals: we must learn to juggle with what we can and cannot say. "Communication is the art of hiding and showing, of suggesting what is hidden and inventing what is shown. And it is the ability to never say everything, nor represent everything" (Maurice Lévy). The job of the communicator is rather comparable to that of a magician: it is essential to know how to seduce an audience (with words and images) without telling anything.

The fourth objective of the course is to understand the importance of rightness (“justesse” in French). Without rightness, there is no trust. Without trust, there is no communication.

Principal Items:

Communication, Rhetorics, Art of writing, Art of speaking, Storytelling.

Skills:

Structuring of ideas

Clarity of expression

Relevance of the message,

Making it known (or not): talk or act,

Sense of significant details, learning how to "encapsulate" reality.

Sense of accuracy (words/images/references) => being very sensitive to the meaning of words and images, understand the weight of words and images, be sensitive to their "electrical charge", understand their history to avoid the many false steps in personal and professional communication.

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

Part 1 (day 1) will be a course about the main ideas and concepts which have to been mastered by the students.

Part 2 (the rest) will be dedicated to individual exercises (mainly oral), in front of the audience (the class).

TEACHING MATERIALS

Books:

ARISTOTE, *Rhetoric*

CICERO, *De Oratore*

Digital Resources:

https://www.youtube.com/watch?v=rhPUrd8QggU

TEACHING METHODS

Every student will have to prepare texts and to speak in front of the audience (the other students). The teaching method is based on “doing” and “redoing” until success.

WORK AND EVALUATIONS

Work requested:

Oral presentations throughout the course (workshop type)

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Continuous monitoring: individual oral presentations		*100 %*

BIOGRAPHY

Lucas Delattre is in charge of teaching communications, media and digital at IFM, and is a graduate of the Ecole Normale Supérieure (rue Ulm, class of 1985, arts/history), and also has a Media and Communication Masters from ESCP Europe (1989). He worked as a foreign correspondent and journalist in Germany from 1989 to1997 (*Le Monde*) and then on the foreign desk at *Le Monde* in Paris from 1997 to 2001. He was deputy editor of *Le Monde des Débats* (2001). He was head of the Paris office of the Conseil de l'Europe from 2002 to 2005. Between 2006 and 2015, he has been in charge of communications for IFM.

He has written *Une envie de politique, entretiens avec Dany Cohn-Bendit et Guy Herzlich* (La Découverte, 1998), and *Fritz Kolbe, A Spy at the Heart of the Third Reich* (Grove Atlantic, 2004).

DEBATING COURSE

Teacher: **Gavin RICHARDSON**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	16	In-person

Keywords:

COMMUNICATION CULTURE PERSONAL DEVELOPMENT

SYNOPSIS

This course is aimed at all those who wish to practice the fine art of debating in English.

DETAILED DESCRIPTION

Prerequisites:

Students should have a good level of spoken English.

Course overview:

This course is aimed at all those who wish to practice the fine art of debating in English.

Debating is one of the principal devices for Anglo-Saxons to learn in class

Pedagogical Objectives:

What is one of the principal fears besides death and taxes? Speaking in public.

This course addresses itself to those experienced in debating but also those inexperienced or who lack confidence when taking the floor.

At the end of the course students will be able to construct a speech, deliver that speech in an engaging manner in front of a public and deal with difficult questions to justify that speech.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

The study of rhetorical devices and method of persuasion, style exercises in individual speech, teamwork, full and improvised debates on controversial topics

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Basic introduction to debating rules.

Input of rhetorical devices and methods of persuasion including humor. The study of experienced/famous speakers.

WORK AND EVALUATIONS

Work requested:

Students will be expected to prepare debates (this can be a commitment!) and will be judged on their performance

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
A final internal debate	*Individual*	*100%*

HEC PARIS

STORYTELLING & HISTOIRES DE MARKETING

Enseignant : **Antoine MEUNIER**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

COMMUNICATION MARKETING CULTURE SOCIETY STRATEGY STORYTELLING

SYNOPSIS

« Les meilleurs marketeurs sont des conteurs d'histoires auxquelles les consommateurs ont choisi de croire… » Seth Godin dans *Tous les marketeurs sont des menteurs…* Comment une histoire peut-elle faire vendre une idée, un produit, un service ? Exploration via des cas pratiques réels à la lumière de quelques principes essentiels, nouveaux et immémoriaux, pour comprendre le pouvoir du Storytelling. Exemple de cas : « Elon Musk, Joe Rogan, Greta Thunberg, Jul vs. PNL, Coca-Cola, Patagonia, Taylor Swift etc. ».

DESCRIPTION DETAILLEE

Prérequis :

Ce cours de culture marketing ne nécessite pas de compétences spécifiques en marketing pour pouvoir le suivre. Le **cours est délivré en français**, vous pouvez assister au cours à partir du moment où vous comprenez le français. Pour les étudiants toujours en apprentissage de la langue des explications complémentaires pourront être faites en anglais. Les évaluations sont essentiellement des restitutions orales lors de travaux de groupe, et peuvent être en faites en français ou en anglais.

Présentation générale du cours (résumé) :

La problématique : comment une histoire peut-elle faire vendre une idée, un produit, un service ? Ce cours vous guide dans une exploration via des cas pratiques réels à la lumière de quelques principes essentiels, nouveaux et immémoriaux, pour comprendre le rôle essentiel du Storytelling dans une stratégie Marketing.

Un des objectifs principaux est de comprendre l'importance d'inscrire l'effort marketing dans un récit cohérent, attractif, compréhensible et qui a un impact (positif !) sur la marque, les ventes, la notoriété, les objectifs business.

- Cours basé sur des cas pratiques marketing / storytelling
- Exploration des principes identifiés par quelques grands auteurs, d'Aristote sur les principes de la rhétorique, à Joseph Campbell et son Hero's journey, en passant par Marx et Heidegger pour certains concepts clés (Fétichisme de la marchandise, Ge-Stell etc.). Études de cas systématiques pour illustrer les principes
- Comprendre le « système » socio-technologique dans lequel les marques évoluent aujourd'hui, notamment sa dimension digitale bien sûr.
- Apprendre à construire un récit cohérent et efficace d'un point de vue marketing.

- Se construire une solide culture des contenus pour naviguer efficacement dans l'ère digitale.
- Savoir mesurer l'impact des actions menées, quels KPIs utiliser et pourquoi.

Thèmes principaux :

Storytelling, Marketing, Strategy, Communication, Brand building, Digital branding, The Internet, Tech, Web3.0, AI

Objectifs Pédagogiques :

- Comprendre le pouvoir des histoires et le potentiel du storytelling dans le marketing en général
- Mémoriser et évaluer les notions de planning stratégique, de création de plateforme de marque, de marketing d'influence, de marketing des contenus, à l'ère digitale
- Comprendre la relation profondément culturelle du marketing

Compétences développées :

Savoir fabriquer un récit pour vendre une idée, un service, un produit dans un monde incertain, désenchanté et imprévisible *(Learn to craft a narrative to sell an idea, a service, or a product in an uncertain, disillusioned, and unpredictable world.)*

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : Marketing & Storytelling Basics

Quelques principes illustrés par des études de cas. Focus sur la sociologie et la psychologie des audiences / marchés.

Séance 2 : Quels récits pour vendre dans un monde désenchanté ?

- Les histoires : des gens du livre à ceux de l'iPhone
- Le Fétichisme de la marchandise ou le marketing selon Marx !
- Le Bonheur des Dames ou l'invention de la grande consommation vue par Émile Zola
- Aujourd'hui, le marketing doit-il devenir un marketing de la sobriété ?

Séance 3 :

From Media to Me-Dia ?

Qu'est-ce qu'il reste comme business aux « media » quand un présentateur américain de Fear Factor peut faire à lui tout seul 100 x l'audience de CNN ou quand une jeune fille de 15 ans peut faire vaciller les modèles établis ?

Cas Joe Rogan, Elon Musk, Greta Thunberg…

Des communautés aux millionnaires et milliardaires du divertissement !

- **Cas JUL vs. PNL** : Scooter en Y & chaussettes claquettes vs. Rap énigmatique & visuels ultra léchés
- **Taylor Swift – la star mondiale qui a un impact sur le PIB !**

Séance 4 : **Me, Myself and I**

Marketing de Soi, se raconter et se la raconter à l'ère digitale.

Séance 5 : **Pouvoir, morale et société, encore des histoires ?**

Papes, Rois et Présidents, Communication et Excommunications

Get Woke, Go Broke ? Les histoires peuvent-elles tuer des marques ?

Séance 6 : **Conclusion & Évaluations en travaux de groupe.**

MATERIEL PEDAGOGIQUE

Ouvrages :

Voici quelques exemples :

Building a StoryBrand, **Donald MILLER.** Clarify your message to be understood by your customers.

This is Marketing, **Seth GODIN.** A classical read to navigate marketing.

All marketers are liars, **Seth GODIN.** Another classic to understand how and why consumers may buy stories more than products and services.

The 22 Immutable Laws of Marketing, **Al RIES & Jack TROUT**. Understanding the Marketplace, Go / Nogo.

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

The Long Tail: Why the Future of Business Is Selling Less of More, **Chris ANDERSON.** Understanding how the new tech paradigm dramatically impacts marketing and sales.

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

Writing a story:

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 beset stories.

Trust me I'm Lying: confessions of a media manipulator, **Ryan HOLIDAY.** Diving into media's turmoil…

General knowledge ressources:

The Art of Rethoric, **ARISTOTLE.** Because some rules established 2500 years ago may still be valuable.

Summa Theologiae, **St. Thomas AQUINAS.** Extraits (Lawfull War & Rhetorics)

The Capital, **Karl MARX.** Extraits

La question de la technique, **Martin HEIDEGGER.** Extraits

Simulacres et simulation, **Jean BAUDRILLARD.** Extraits

***La Société du Spectacle,* Guy DEBORD.** Extraits

***La perception : essai sur le sensible*, Renaud BARBARAS.** Extraits

***Le Bonheur des dames,* Emile ZOLA.** Extraits

Ressources numériques :

Des ressources numériques cohérentes avec les séances seront fournies tout au long du cours.

METHODES PEDAGOGIQUES

- Transmission « maïeutique » pour **comprendre et s'approprier** les grandes idées exposées.
- Études de cas en classe et en sous-groupes pour **comprendre concrètement l'intérêt du storytelling** dans une logique marketing.
- **Analyse du storytelling des marques,** cas pratique d'évaluation.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Etudes de cas, prototypage

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Examen final sous forme d'étude de cas	*1h30 en individuel*	*30%*
Projet de groupe	*1h30 en groupe*	*70%*

Précisions complémentaires :

Le cours sera donné en français et toute explication / précision pourra avoir lieu en anglais. Les étudiant(es) peuvent choisir de passer leur examen en français ou en anglais selon leur préférence. Seuls seront évalués la compréhension des principes, la capacité à les appliquer, et la capacité à communiquer et non le niveau de langue en tant que tel.

(The course will be taught in French, and any explanations or clarifications can be provided in English. Students have the option to take their exams in either French or English, according to their preference. The evaluation will focus on understanding the principles, the ability to apply them, and the ability to communicate, rather than the level of language proficiency per se.)

BIOGRAPHIE

Antoine MEUNIER est diplômé en philosophie de Paris 4 et de l'école de commerce KEDGE BS Programme Grande École. Il a une longue carrière à des postes à responsabilité en Marketing, Communication et Storytelling dans des entreprises FMCG, de services ou de médias. Entrepreneur dans l'âme, il alterne les postes de direction (par exemple directeur de la communication de thecamp) et les initiatives de création, toujours dans une posture d'expert des récits et du marketing digital. Il est actuellement directeur du développement de Biggie Group.

CULTURE ET MEDIA

LE MARCHE DU TRAVAIL DANS LES PAYS ARABES

Enseignant : **Tarek AL ASFARY**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français - Arabe	15	Présentiel

Mots-clés :

COMMUNICATION ECONOMICS SOCIETY CULTURE PERSONAL DEVELOPMENT MONDE ARABE MOYEN ORIENT ECONOMIES DES PAYS ARABES

SYNOPSIS

Pratique écrite et orale de la langue des affaires : étude de certaines situations typiques d'entreprise, mais également travail sur le CV et les lettres de motivation en arabe.

Étude de différentes séquences relatives à la langue arabe en situation professionnelle.

DESCRIPTION DETAILLEE

Prérequis :

Connaissance de la langue arabe, Niveau B1

Présentation générale du cours (résumé) :

Aptitude à comprendre la langue des affaires et à s'exprimer en milieu professionnel dans différents domaines commerciaux, des affaires et de l'entreprise. Procurer des bases solides pour une maîtrise de la communication commerciale en arabe.

Thèmes principaux :

Communication, entreprise, dialogue, traduction, culture, coutumes, marché, développement personnel, économie et société.

Objectifs Pédagogiques :

Aptitude à comprendre la langue des affaires et à s'exprimer en milieu professionnel dans différents domaines commerciaux, des affaires et de l'entreprise. Procurer des bases solides pour une maîtrise de la communication commerciale en arabe.

Compétences développées :

Maîtriser les différents aspects de la communication professionnelle et commerciale dans le monde arabe, les présentations orales, les négociations, les entretiens ou l'usage écrit administratif dans le monde arabe.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Session 1 : L'accès au marché du travail : culture, éthique et communication en entreprise dans le monde arabe.

Session 2 : Savoir rédiger un CV, lettre de présentation et de motivation en arabe. Exercices oraux et jeux de rôle sur les situations étudiées.

Session 3 : Fonctions et tâches au sein de l'entreprise, organisation du travail, outils et pratiques de l'activité commerciale ; analyse et élaboration d'une offre d'emploi ; préparation à un entretien d'embauche en arabe.

Session 4 : Initiation à la rédaction de documents commerciaux : invitation, demande de renseignements, remerciements, réservations, compte-rendu, etc. Acquisition des méthodes de la communication écrite et orale en contexte professionnel. Élaboration d'un lexique spécialisé.

Session 5 : Approfondissement de la langue professionnelle en particulier celle du commerce extérieur, de l'import/export par des travaux sur la rédaction de lettres commerciales

Session 6 : Maîtriser les vocabulaires et les expressions juridiques et commerciales courantes

MATERIEL PEDAGOGIQUE

Ouvrages :

Nejmeddine KHALFALLAH, Arabe, langue des affaires, Studyrama, Paris 2016.

Mohssen ESSESY, AL-MUNIJIZ – Advanced Business Arabic, Georgetown University Press 2020

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Exercices écrits, études de cas, jeux de rôles.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Présentation orale, études de cas, jeux de rôles

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Évaluation par la participation et l'interaction pendant les cours.	*15h en individuel*	*75%*
Projet de groupe en fin de semestre	*3h en groupe*	*25%*

BIOGRAPHIE

Tarek AL ASFARY

Formation

Doctorant en Sciences- Po Bordeaux (L'histoire lexicale du code de la famille syrien)

Master 1 et 2 Recherche - Etudes arabes Université Sorbonne nouvelle / Paris III

Master 2 Professionnel - Affaires et commerce international avec les pays émergents - Université Paris Nord/ Paris XIII

Expériences professionnelles

Chargé d'enseignement – département des langues et cultures - HEC Paris - LEA Arabe - Université Paris Nanterre - LLCER – Université Sorbonne Paris Nord, INALCO, Sciences Po – Paris

INTRODUCTION A LA LANGUE ET CULTURE CHINOISE

Enseignante : **Xiaohong HUANG**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B2	Français - Chinois	15	Présentiel

Mots-clés :

COMMUNICATION   CULTURE   LANGUE CHINOISE

SYNOPSIS

Ce cours s'adresse aux débutant(e)s (niveau A1). Les étudiant(e)s apprennent la langue chinoise de la vie quotidienne, et en même temps découvrent la culture chinoise. Il convient aux étudiant(e)s qui envisagent d'aller en Chine pour un stage, un échange ou un voyage de courte durée ; ou qui sont simplement intéressés par la langue et la culture chinoise.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Apprendre la langue chinoise de la vie quotidienne, découvrir la culture chinoise.

Thèmes principaux :

Langue chinoise

Culture chinoise

Objectifs Pédagogiques :

A l'issue du cours, l'étudiant(e) connaîtra les bases de la langue chinoise et aura acquis des connaissances pertinentes sur la culture chinoise.

Compétences développées :

En situation professionnelle, l'étudiant(e) sera capable de saluer, de se présenter, de faire connaissance, de parler de sa famille, de fêter son anniversaire, de commander de la nourriture dans un restaurant chinois, de faire des achats, de parler de ses loisirs.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Back to summary

Séance 1 : Salutations et présentations

- Savoir saluer, faire connaissance, se présenter, présenter quelqu'un.
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : noms, prénoms et titres chinois.

Séance 2 : Fête d'anniversaire

- Savoir parler de vos âges, de vos dates de naissance, de vos signes du zodiaque ; offrir un cadeau et exprimer vos vœux.
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : signes du zodiaque chinois.

Session 3 : Famille

- Apprendre le vocabulaire lié à la famille, maîtriser la phrase avec « you (avoir)», savoir parler de la situation de votre famille (où ? combien de membres ? qui ? quelle est leur profession ?)
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : politique de l'enfant unique.

Session 4 : Au restaurant chinois

- Etudier le vocabulaire de la nourriture en général et savoir exprimer vos goûts ; savoir commander de la nourriture dans un restaurant chinois.
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : culture culinaire chinoise.

Session 5 : Faire des achats

- Etudier les couleurs et maîtriser des classificateurs fréquents, savoir demander le prix, marchander et exprimer vos besoins.
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : couleurs et culture chinoise

Session 6 : Loisirs

- Etudier le vocabulaire le concernant, savoir parler de vos passe-temps en utilisant le complément d'appréciation.
- Apprendre une dizaine de sinogrammes.
- Culture chinoise : des passe-temps folkloriques les plus populaires en Chine

MATERIEL PEDAGOGIQUE

Ouvrages :

Polycopiés.

Ressources numériques :

Vidéos connexes sur YouTube ; extraits de films

METHODES PEDAGOGIQUES

Jeux de rôles, travaux en binôme ou en groupe, présentations, d'autres activités.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôles continus		*50%*
Participation, assiduité, devoirs		*50%*

BIOGRAPHIE

Xiaohong HUANG

Ancien Professeur Associé à l'Université des Langues et Cultures de Pékin.

Professeur de chinois dans des établissements de l'enseignement supérieur français depuis 2003 (Université Paris 7, INALCO, Université Bordeaux 3, Université Rennes 2, Ecole Polytechnique, Sciences Po, IMT-BS etc.).

Enseigne le chinois à HEC Paris depuis 2021.

Auteur d'ouvrage "Réflexions sur les adverbes en chinois contemporain" (2015, Editeur: Editions Universitaires Européennes); auteur d'articles dans le domaine linguistique chinois dans des revues scientifiques en Chine (CSSCI, ces articles peuvent être trouvés sur le site CNKI); co-auteur des ouvrages "Anthologie critique de poésie classique chinois" (1988, Editeur : Zhongguo minjian wenyi chubanshe, Pékin) et "Trésors de la prose chinoise : étude critique" (1990,. Editeur : Baihua wenyi chubanshe, Tianjin).

INTRODUCTION A LA LANGUE ET CULTURE ITALIENNE

Enseignante : **Elisabetta CHIARA**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français - Italien	15	Présentiel

Mots-clés :

CULTURE COMMUNICATION SOCIETY CULTURE ITALIENNE ITALIEN ITALIEN DES AFFAIRES

SYNOPSIS

Ce cours vise à développer les compétences socio-culturelles, pragmatiques et linguistiques en italien.

Par le biais d'activités ludiques et participatives, il permettra aux étudiant(e)s d'apprendre à communiquer efficacement dans un contexte international, tout en offrant une compréhension de la culture du pays.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours :

Ce cours de culture et communication en italien (niveau A1-A2) a pour but d'apprendre à :

- Se débrouiller dans la plupart des situations rencontrées en voyage en Italie
- Communiquer lors de tâches simples et habituelles
- Comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de choses familières dans le travail, à l'école, dans les loisirs, etc.
- Produire un discours simple sur des sujets familiers et dans les domaines d'intérêt de l'étudiant(e)
- Raconter un événement ou une expérience
- Comprendre les points essentiels de la culture du pays

Thèmes principaux :

Italien Général

Italien des Affaires

Culture

Société

Objectifs Pédagogiques :

- ✓ Maîtriser la phonétique italienne, l'accentuation des mots, le rythme et l'intonation de la phrase
- ✓ Comprendre des expressions et un vocabulaire courant relatifs à ce qui concerne l'étudiant(e) de près (par ex. soi-même, la famille, les achats, l'environnement proche, le travail)
- ✓ Décrire en termes simples son environnement et ses activités personnelles et professionnelles
- ✓ Relater un évènement passé
- ✓ Prendre part à une conversation lors d'un échange d'informations simple et direct sur des sujets et des activités familiers

Compétences développées :

- ✓ Comprendre les points essentiels de la culture du pays
- ✓ Se présenter
- ✓ Être capable de tenir une conversation légère
- ✓ Ecrire des notes, messages ou e-mail professionnels simples et courts
- ✓ Identifier et prioriser l'essentiel d'annonces et de messages simples et clairs
- ✓ Rédiger un CV
- ✓ Rédiger une lettre de motivation

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : **LES BASES LINGUISTIQUES**

- Salutations, présentations et expressions courantes ; vocabulaire lié à la famille.
- ***Interculturel*** *: Tutoyer ou vouvoyer ?*

Séance 2 : **LA VIE QUOTIDIENNE**

- Vocabulaire lié à la routine quotidienne ; activités et loisirs en semaine et le week-end ; les jours fériés et les fêtes en Italie.
- ***Interculturel*** *: Italie, entre traditions et modernité.*

Séance 3 : **LES LIEUX PUBLICS**

- Se déplacer dans une ville italienne ; faire les courses ; aller au café ou au restaurant ; les hôtels et les locations de vacances.
- ***Interculturel :*** ***-*** *Les habitudes italiennes au petit déjeuner*

  - Un véritable repas italien

Séance 4 : **LE MONDE PROFESSIONNEL : FAIRE PARTIE D'UNE ENTREPRISE**

- Raconter des évènements passés ; présenter l'histoire d'une entreprise ; présenter son CV.
- ***Interculturel*** *: Le stage en entreprise en Italie*

Séance 5 : **LE MONDE PROFESSIONNEL : INTERAGIR**

- Proposer des rendez-vous ; fixer des réunions ; rédiger des e-mails professionnels simples.
- ***Interculturel*** *: Comment s'habiller en entreprise.*

Séance 6 : **LE MONDE PROFESSIONNEL : PRESENTER UN PROJET**

- S'exprimer sur des projets ; faire des suppositions ; exprimer des conditions ; présenter un projet d'expansion ; exposer des projets pour des échéances à venir.
- ***Interculturel*** *: L'univers des salons professionnels italiens*

MATERIEL PEDAGOGIQUE

Ouvrages :

- Méthodes d'italien général et professionnel :

Dieci A1 e A2

Obiettivo Professione

Un vero affare

Al lavoro

Ressources numériques :

Vidéos disponibles sur Alma TV, RaiPlay, Corriere tv, reptv

Activités sur Bookwidget

Quiz sur Kahoot

METHODES PEDAGOGIQUES

L'objectif de ce cours est de développer les compétences linguistiques des élèves et d'élargir leur connaissance de la société et de la culture italiennes, en mettant en avant l'aspect interculturel tout en évitant les clichés.

Pour ce faire, nous utiliserons des documents authentiques, tels que des articles de presse et des vidéos. Ces supports seront l'objet d'activités de compréhension et d'expressions orale et écrite.

Nous souhaitons que l'apprentissage se fasse de façon ludique et participative, l'élève sera donc sollicité à participer activement au cours, par le biais de débat, quiz, jeux de rôle, présentations.

Activités de compréhension orale et écrite sur la plateforme Bookwidgets

Quiz

Jeux de rôle

Présentations.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

2 heures de travail entre chaque cours.

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôle continu		*50%*
Examens écrits et oraux périodiques	*Individuel/groupe*	*30%*
Examen final écrit	*Individuel*	*20%*

BIOGRAPHIE

Elisabetta CHIARA est italienne et diplômée en lettres classiques de l'université de Palerme.

Chargée des cours d'italien à HEC pendant 12 ans, j'enseigne actuellement à l'Ecole polytechnique et à Telecom Paris.

Mon objectif est de booster les compétences linguistiques des étudiant(e)s pour qu'ils fassent la différence demain en milieu professionnel.

Je forme également à l'italien des cadres de tous secteurs d'activité et mets cette expérience à profit pour que mes cours soient orientés business.

Mes cours s'appuient sur des contenus d'actualité socio-économique et j'élabore personnellement des activités pédagogiques 100 % digitales.

INTRODUCTION A LA LANGUE ET CULTURE JAPONAISE

Enseignante : **Kuniko BRAGHINI**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français - Japonais	15	Présentiel

Mots-clés :

CULTURE COMMUNICATION LANGUE JAPONAISE

SYNOPSIS

Le cours présente la culture et la langue japonaise au niveau débutant (A1). C'est un cours général, pratique et concret lié à la vie quotidienne au Japon. Il est destiné particulièrement aux étudiant(e)s envisageant de partir, un jour, au Japon, en échange universitaire ou à titre personnel (travail ou voyage).

DESCRIPTION DETAILLEE

Prérequis :

Pour les étudiant(e)s qui n'ont jamais appris le japonais

Présentation générale du cours (résumé) :

La culture et la langue japonaise au niveau débutant (A1)

Thèmes principaux :

L'apprentissage de la langue et la mise en pratique

La découverte de la culture et de la vie quotidienne

Objectifs Pédagogiques :

A la fin du cours, les étudiant(e)s connaitront les bases de la langue japonaise, les expressions de base, les mots de tous les jours pour tenir de simples conversations. Ils pourront également lire et écrire les *HIRAGANA* et *KATAKANA* (écritures de base). Ils auront acquis les éléments culturels essentiels et découvriront ainsi, progressivement, la façon de penser japonaise.

Compétences développées :

- S'habituer à la prononciation, à la vitesse normale, de la langue japonaise,
- Acquérir le vocabulaire usuel (90 mots),
- Savoir lire et écrire les écritures de base ; les *HIRAGANA* et *KATAKANA,*
- Savoir se présenter,

- Connaître les bases de grammaire : verbes à la forme polie, phrases verbales affirmative et négative, au présent et au passé, utilisation des particules.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : Introduction de la langue japonaise / expressions de base / vocabulaire usuel /apprentissage des *HIRAGANA*

<la vie au Japon> les écritures japonaises dans la rue

Séance 2 : Expressions de base / vocabulaire usuel / apprentissage des *HIRAGANA* / chiffres / copule « *DESU* »

<la vie au Japon> les gestes de salutation

Séance 3 : Contrôle de l'écriture *HIRAGANA* / apprentissage des *KATAKANA* / démonstratifs « Système *Ko-So-A-Do*» / heures

<la vie au Japon> la maison japonaise, *WASHITSU* (la pièce japonaise)

Séance 4 : Auto-présentation (oral) / calendrier / verbes de base en *MASU* / conjugaisons de « *DESU* » et de verbe en *MASU*

<la vie au Japon> *WASHOKU*, la cuisine japonaise

Séance 5 : Verbes de déplacement : « Quand, avec qui, par quel moyen de transport et où allez-vous ? »

<la vie au Japon> les transports en commun au Japon

Séance 6 : Contrôle de l'écriture *KATAKANA* / verbes d'action / décrire une journée

<l'exposé> la culture japonaise au quotidien

MATERIEL PEDAGOGIQUE

Ouvrages :

Minna no Nihongo (3Anetwork), *Irodori* (Fondation du Japon)

« Les 800 expressions pour tout dire en japonais » (K.BRAGHINI / Chez FIRST)

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Approche naturelle, méthode destinée aux débutants.

Méthode pratique et concrète adaptée à la vie quotidienne.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
*Participation**		*20%*
*Travaux écrits***		*40%*
Test (ou devoir) final		*40%*

Précisions complémentaires :

*Participation : auto présentation, participation dans le cours, assiduité

**Travaux écrits : contrôles des écritures (*HIRAGANA/KATAKANA*), rapport sur la culture japonaise, devoirs écrits

BIOGRAPHIE

Kuniko Braghini est professeur de japonais dans les grandes écoles (l'Ecole Polytechnique, ENSTA, CentraleSupélec, MINES, ISC Paris, INALCO)

Enseigne le japonais à HEC Paris depuis 2007

Autrice du Petit Livre « Les 800 expressions pour tout dire en japonais », « Le petit livre des Kanji tome Ⅰ et tome Ⅱ », et « l'Essentiel du japonais pour les nuls (co-auteur) » (Chez FIRST).

DECOUVERTE DE LA CULTURE BRESILIENNE A TRAVERS SA LANGUE

Enseignante : **Monica RIBEIRO CUNHA**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français - Portugais	15	Présentiel

Mots-clés :

CULTURE SOCIETY COMMUNICATION

SYNOPSIS

Découverte du Brésil pour les étudiant(e)s partant en échange ou voulant apprendre un peu plus sur la culture et la société brésilienne

DESCRIPTION DETAILLEE

Prérequis :

Non applicable.

Thèmes principaux :

Actualités, cinéma, sport, voyage, musique, gastronomie, littérature, politique

Objectifs Pédagogiques :

L'étudiant(e) connaitra quelques informations sur la culture et la société brésilienne (quelques personnalités, les régions, quelques villes, un peu sur la gastronomie, le cinéma, la musique, la littérature, etc.).

Compétences développées :

Dans une situation professionnelle, l'étudiant(e) sera capable de comprendre les enjeux interculturels.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Session 1 : La vie à la brésilienne

Session 2 : Découvrir le Brésil (les régions, la ville)

Session 3 : Les loisirs des Brésiliens : sport, musique, cinéma et « novela »

Session 4 : L'université brésilienne - la vie d'étudiant au Brésil

Session 5 : La cuisine brésilienne

Session 6 : Voyager au Brésil

MATERIEL PEDAGOGIQUE

Ouvrages :

BOSI, A., *História concisa da Literatura brasileira.* São Paulo, Brasil, Cultrix. 2017.

BUARQUE DE HOLANDA, S. *Raízes do Brasil.* São Paulo, Brasil, Companhia das Letras. 1995.

CASTELLANOS-PAZOS, J. A., HUBACK, A. P., MOREIRA, R. A., *Gramática do português brasileiro*. Difusión, Barcelone, Espagne.

COIMBRA, I., MATA COIMBRA, O., *Gramática ativa 1 - Versão brasileira.* Editora Lidel, Lisbonne, Portugal. 2012.

DUMONT, J., FLECHET, A., PIMENTA VELOSO, M., *Histoire culturelle du Brésil (XIX - XXI siècles).* Aubervilliers, IHEAL. 2019

EBERLEIN O. F. LIMA (et alii). *Novo avenida Brasil 1.* EPU. Rio de Janeiro, Brésil. 2008.

KEMP, P., Le cinéma d'Amérique Latine. *Tout sur le cinéma*. Paris, Flammarion. 2021.

MONTAGNE GOMES, A., *De Rio à Paris - Ma cuisine de cœur*. Paris, Flammarion. 2023.

NAGAMINE SOMMER, N., NAGAMINE WEIDMANN, O. *Oi, Brasil*. Livro de curso. Editora Hueber, Munique, Allemagne. 2018.

NAGAMINE SOMMER, N., NAGAMINE WEIDMANN, O. *Oi, Brasil*. Livro de exercícios. Editora Hueber, Munique, Allemagne. 2018.

Ressources numériques :

https://globoplay.globo.com/

https://tvbrasil.ebc.com.br/

https://www.letras.mus.br/

https://www.adorocinema.com/

METHODES PEDAGOGIQUES

Jeu de rôle, travail en groupe, exposé

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôle continu	*15 minutes*	*80%*
Présentation orale sur un thème au choix	*3/5 minutes*	*20%*

INTRODUCTION A LA LANGUE ET CULTURE RUSSE

Enseignante : **Natalia CABANNE**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français - Russe	15	Présentiel

Mots-clés :

CULTURE COMMUNICATION LANGUE RUSSE INTERCULTURALITE

SYNOPSIS

Ce cours s'adresse aux étudiant(e)s intéressé(e)s par la culture et la langue russe. Il présente de façon générale et concrète la vie quotidienne en Russie afin de mieux comprendre ce pays lors d'échanges à titre personnel (travail ou voyage).

DESCRIPTION DETAILLEE

Prérequis :

Non applicable.

Présentation générale du cours (résumé) :

La culture et la langue russe au niveau débutant, c'est un cours général

Thèmes principaux :

Découverte de la culture et de la langue russe à travers des exemples de la vie quotidienne, artistique et historique.

Objectifs Pédagogiques :

A l'issue du cours, les étudiant(e)s connaitront les bases de la langue russe afin de comprendre et tenir de simples conversations. Ils pourront lire et écrire en cursive.

Compétences développées :

- Savoir se présenter,
- Acquérir le vocabulaire le plus fréquent **:** verbes, adjectifs et adverbes,
- Connaître les bases de grammaire : affirmatif, négatif, présent, passé,
- Acquérir les bases de la culture russe pour mieux s'adapter à la vie quotidienne dans le cadre d'un séjour ou permettre des échanges avec des russophones dans le monde.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : Se présenter – Découverte de l'alphabet et des adverbes

Séance 2 : Parler de sa famille (du rôle de chacun en Russie), des professions, de la vie quotidienne

Séance 3 : Le système des verbes (verbes du 1er groupe : étudier, écouter, jouer, se promener, travailler…), la conjugaison à travers des verbes d'action, la déclinaison - accusatif – Lecture de texte - Conversation

Séance 4 : Les verbes du 2ème groupe (aimer, parler, cuisiner) – calendrier (les jours de la semaine) – on commence la 2ème déclinaison : locatif (où tu es, où tu habites, où tu travailles, où tu fais tes études) - l'enseignement supérieur en Russie comparé avec la France.

Séance 5 : Repas, qu'est-ce que les Russes mangent, la culture du repas, des plats traditionnels, les adjectifs

Séance 6 : Conversation, les grandes villes de la Russie, regarder une vidéo sur la culture Russe et la vie des étudiants universitaires

MATERIEL PEDAGOGIQUE

Ouvrages :

« Russe Express 1 - Le russe à grande vitesse» Svetlana KHATCHATOUROVA, Editeur : Les éditions européennes

« Zhili-byli » MILLER L.V., Politova L.V.

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Beaucoup de travail en binôme en classe, Conversation / Dialogue, Devoir à faire à domicile, Exposé en classe, Méthode pratique et concrète adaptée à la vie quotidienne

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

2h de travail entre chaque cours

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôles continus (autoprésentation, devoirs écrits, participation, assiduité)*		*75%*
Rapport en français sur un thème (culture, société, etc) au choix de l'intérêt des étudiants		*25%*

BIOGRAPHIE

Natalia CABANNE est professeur de russe dans les grandes écoles (ENSTA, CentraleSupélec, Paris Saclay Orsay)

Enseigne le russe à HEC Paris depuis 2010.

CULTURE, BUSINESS AND THE WORKING WORLD IN SPAIN AND LATIN AMERICA

Teacher: **Florencia AMORENA**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English – Spanish	15	In-person

Keywords:

COMMUNICATION   CULTURE   SOCIETY   PERSONAL DEVELOPMENT   MANAGEMENT

SYNOPSIS

In this course, we will work together so you are more fluent in your Spanish competences, in your oral production and interaction but also in your overall written production and interaction. For this we will work on different contents related to the business world, culture and society in Spain and Latin America. In addition to working on this competence, we will reinforce your reading and oral comprehension as well as your linguistic competences (grammar and vocabulary).

Finally, we will propose you if you wish to) to pass the *Diplôme d'Espagnol des Affaires* (Business Spanish Diploma, DEN). It allows you to obtain an advanced mastery of the Spanish language in a professional context (commercial, legal, economic, financial...). The diploma is awarded by the Chambre Officielle de Commerce d'Espagne en France on behalf of the Spanish State. Website of Chambre Officielle de Commerce Franco-Espagnole (COCEF) : https://cocef.com/fr/.

DETAILED DESCRIPTION

Prerequisites:

The minimum level required for the Business Spanish course is B1 according to the Common European Framework of Reference for Languages (CEFR).

Course overview (executive summary):

In this course we intend to work intensively on everything related to the economic and business world of Spain and Latin America. We will get to know in depth their political, social, and business organization.

To reinforce your language skills, we will work on oral expression through role plays, case study dynamics, mock interviews and more. To reinforce your vocabulary and grammar, we will prepare you for the Diploma in Business Spanish, which you can register for at the end of the bimester.

During the course we will also organize an event to receive a Spanish businessman for an interview.

In short, the course consolidates mastery of the professional Spanish language while providing a good general knowledge of the Spanish business world. It also provides the keys to applying for internships/jobs in Spain and Latin America. Teaching hours will include meetings with representatives of major Spanish companies.

Back to summary

Principal Items:

Spain, political and social organization - business world - applied ethics - conflict resolution - resource management - working in a multicultural context - business lexicon - preparing an application, a cv and a job interview - discussion currents affairs in Latin America and Spain

Pedagogical Objectives:

Master the basic vocabulary and grammar needed to interact in a professional environment in Spanish for business functions: business development, analysis, business law, finance...

Develop the techniques needed to interact in a Spanish-speaking professional environment, such as: writing e-mails and business communications in Spanish, speaking at team meetings or in front of prospects/customers/partners, conducting a sales negotiation, resolving a conflict, defending a position, finding solutions through teamwork.

Prepare for a recruitment process in Spanish: CV, e-mails/application letters, interviews.

Develop a good general knowledge of the economic and professional environment in Spain: companies and entrepreneurial culture, organization of the Spanish State, economic trends, territorial dynamics...

Understanding the challenges of working in multicultural teams, developing active listening and effective communication strategies.

Organizing an event from scratch: e-mail exchanges, defining the topics of an interview, making the event visible, etc.

Skills:

- Ability to express oneself accurately in Spanish in written and oral professional communications.

- Written and oral comprehension skills.

- Vocabulary specific to professional Spanish.

- Development of a good general economic and professional knowledge of Spain (business fabric, organization of the Spanish state, business law, international trade, and the European Union).

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

During the classes we will do activities of different characteristics: conversation dynamics, analysis of situations related to the professional world, acquisition of vocabulary and social, political, and economic knowledge related to Spain and Latin America, etc. But above all we will organize a visit to a company in Paris and an event with a Spanish businessman at HEC.

At the same time, we will prepare the contents so that those who wish to do so can pass the Business Spanish exam.

Session 1: Spain and Latin America today / developing companies. Discussion. Review and consolidation of Spanish language skills.

Session 2: Working in a multicultural context (Spain and Latin America). Case studies. We analyze the 8 scales to know the cultures of the world. Case studies.

Session 3: Preparing our future in Spain and /or Latin America. How to apply? Preparing the cv, the application and the interview. Interview simulation.

Session 4: *Multilatinas.* Social and corporate responsibility: applied ethics. We analyze the case of the company Torreblanca. Natural resource management and business ethics.

Session 5: Conflict resolution. Role-play dynamics. Review and consolidation of Spanish language skills. We learn strategies to deal with conflicts that may arise.

Session 6: Final exam, visit and/or event at HEC.

Note:

In each of the sessions we will look at the above topics, but in addition we will do exercises to reinforce the corresponding business lexicon and exercises to prepare for the test so those who want to pass it will be ready and those who don't will have reinforced grammar.

On the other hand, in each session we will dedicate some time to the organization of the visit of a Spanish businessman to HEC or our visit to a Spanish company in Paris.

TEACHING MATERIALS

Books:

IRIARTE Romero, Emilio y NÚÑEZ PÉREZ Emilia, Empresa siglo XXI, el español en el ámbito profesional, Madrid, Edinumen, 2009

LOZANO Félix, ¿Qué es la ética de la empresa?, Madrid, Editorial Proteus, 2011

CHAMORRO PREMUZIC, Tomás, ¿Por qué tantos hombres incompetentes se convierten en líderes?, Empresa activa, Madrid, 2020S

SCHMIDT Carlos, Asuntos de negocios, Madrid, Edinumen, 2010

Digital Resources:

https://administracion.gob.es/

https://www.lamoncloa.gob.es/Paginas/index.aspx

Newspaper sites and news channels from Latin America and Spain

TEACHING METHODS

Case studies, simulations, video productions, role play, debates, discussions.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class participation	*Ongoing*	*20%*

Individual essay	*1,5h*	*40%*
Group dynamics or oral interactions	*Around 15 or 20 minutes each. There will be 2 o in the bimester*	*40%*

BIOGRAPHY

Florencia Amorena is the Spanish coordinator at HEC Paris. She has been teaching subjects related to Latin American and Spanish cultures and societies for more than 10 years. With a Ph.D. in Argentinian Literature, she is interested in analyzing today's society through its cultural manifestations, especially literature.

“THE POWER OF SPEECH TO STIR MEN’S BLOOD”: SHAKESPEARE’S JULIUS CAESAR

Teacher: **Paul LEITCH**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	20	In-person

Keywords:

COMMUNICATION CULTURE PUBLIC SPEAKING THEATRE LEADERSHIP

SYNOPSIS

In this course we will act out and study some scenes from Shakespeare’s play “Julius Caesar”. The play contains arguably the greatest speech ever written: Mark Antony’s “Friends, Romans, countrymen, lend me your ears”. As one editor put it, “if ever Shakespeare wanted to show genius at work, it was in this speech”. In addition to being a masterpiece of rhetoric, *Julius Caesar* is also perhaps the greatest political play ever written, a penetrating analysis of politics and power.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

In this course we will study in depth Shakespeare’s play *Julius Caesar.* The play deals with one of the key turning points in world history: the assassination of Julius Caesar, which (contrary to the aims of the conspirators) effectively killed off the Roman Republic and gave birth to the Roman Empire.

The basic format of the class is to study a number of key scenes from the play. You will choose a part (or more) to prepare in advance which you will then act out in class. Acting Shakespeare literally puts you into the skin of powerful orators. It is also a great way to improve your public speaking. You will learn about the rhythm of the English language, and how to use intonation and put variety into your voice. We will study the rhetoric of some great speeches, and you will learn some language tricks which you can all easily adapt and which have lost none of their potency today.

Principal Items:

Inspiring language, great speeches

Pedagogical Objectives:

The course has the following specific objectives:

1. To study Shakespeare! What more motivation do you need?

2. To study rhetoric and persuasion

3. To study storytelling and narrative techniques

4. To study the themes of leadership, politics and power through a major work of literature

5. Through drama, speech and analysis to increase your mastery of public speaking and the English language

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester.

A mixture of acting, analysis and watching some professional productions. For the acting, we will use some theatre methods used by the Royal Shakespeare Company in Stratford-Upon-Avon. For the analysis part, we will look in detail at Shakespeare's use of - for example - apposition, irony, metaphor and verse. We will look at a number of rhetorical tricks: isocolon, chiasmus, hyperbole, ecphonesis, negatio… Professional productions we will look at will include classic film productions (starring Marlon Brando, John Gielgud, James Mason, Charlton Heston…) and some more recent theatre recordings from the Royal Shakespeare Company.

TEACHING MATERIALS

Books:

The edition we will use is the Arden edition of the play. We will also use for reference the "No Fear Shakespeare" version so you can "read Shakespeare in all its brilliance – and understand what every word means!" I will give you scans of all the scenes we will study, and also bring in some books for use in class.

Digital Resources:

Some scholarly articles on the play from JSTOR, and some YouTube links to videos of the play

TEACHING METHODS

Acting and analysis.

WORK AND EVALUATIONS

Work requested:

Students need to choose one (or more) roles to act out in class. You will need to prepare the role and come to class with some interesting things to say about it. Class participation is also very important, so it will be an advantage to read the scenes we study in advance.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Oral Mark: "performance" of a role, and comments about it	*Individual*	*50%*
Participation Mark: your contribution to class discussion	*Individual*	*50%*

Additional details:

Credit is given for your positive contribution to class, be it through acting or analysis

BIOGRAPHY

Paul Leitch wrote a PhD on English and French literature and have published articles on various poets (TS Eliot, Jules Laforgue, AE Housman). At HEC, he has taught poetry and Shakespeare (first in the English department, then as an elective) for 8 years now. To date, he has done complete courses on *Henry V, Henry IV Part One, Julius Caesar* and *Antony and Cleopatra.* he has also taught a few scenes from *Hamlet, The Tempest* and *Much Ado about Nothing.* He is preparing some future courses on other Shakespeare plays: *Macbeth, The Tempest, Richard III…*

HEC PARIS

POETRY AND PAINTING: THE POWER OF WORD AND IMAGE

Teacher: **Paul LEITCH**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	20	In-person

Keywords:

CULTURE PAINTING POETRY FEMALE ARTISTS

SYNOPSIS

In this course we will analyze the power of the word and the image through a study of the masters of these mediums: poets and painters. Artists we will look at include Leonardo da Vinci and Botticelli, the pre-Raphaelites, Shakespeare and Yeats. Particular attention will be given to female artists: Gentileschi, De Lempicka and Valadon, Emily Dickinson, Stevie Smith and Sylvia Plath.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

In each class, we will study some poems and some paintings. We will also think about the links between these two "sister arts". For example, we will read some of the writings of Leonardo da Vinci on the differences between poetry and painting and study his portrait of the poetess Ginevra de' Benci. We will study Botticelli's "poetic" masterpiece "Primavera", as well as some pre-Raphaelite paintings which take their inspiration from poems. We will also look at some poems which deal with the subject of painting: Emily Dickinson's "I would not paint - a picture" and Shakespeare's sonnet "Mine eye hath played the painter". In addition, we will look at some poets who were also visual artists themselves – William Blake, WB Yeats and Sylvia Plath. Finally, a main aim of this course is to look at some great female artists, so we will have lessons on Artemisia Gentileschi and Tamara de Lempicka, amongst others. Students can also propose their own artists to discuss.

Pedagogical Objectives:

- To increase your appreciation of art and beauty by studying some great painters and poets
- To appreciate the power of word and image
- To gain experience giving a presentation and animating a discussion in English
- To get a feel for the rhythm of the English language

Skills:

In addition to developing a keen critical mind, you will broaden your cultural horizons and also get experience of giving a presentation and animating a discussion in English.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Each session will look at a couple of painters and poets. The provisional “lesson planner” is as follows.

Class 1: Robert Frost “The Road Not Taken”, “The Oven Bird”, “Stopping by Woods on a Snowy Evening”; Stevie Smith “Not Waving but Drowning”; Tamara de Lempicka “Self-Portrait in Green Bugatti”.

Class 2: Leonardo da Vinci “Portrait of Ginevra de' Benci”; Shakespeare “Shall I compare thee to a summer's day?”, “Mine eye hath played the painter”.

Class 3: Botticelli “Primavera”; Dickinson “I would not paint – a picture”, “A Spider Sewed at Night”, “The Spider Holds a Silver Ball”.

Class 4: Artemisia Gentileschi “Self-Portrait as the Allegory of Painting”, Sylvia Plath “Ariel”.

Class 5: Keats “La Belle Dame sans Merci”; Tennyson “The Lady of Shalott”; pre-Raphaelite paintings of these poems.

Class 6: Blake “The Tyger”; Yeats “The White Birds”, “All things uncomely and broken”, “The Song of the Wandering Aengus” (+ some links with French poetry); Suzanne Valadon “The Blue Room”.

TEACHING MATERIALS

I will provide an “anthology” of paintings and poems we will discuss, and some scholarly articles about them. I will also bring into class some art books and magazines for you to browse and enjoy. I will also bring in a painting in the Italian style to illustrate the principle of “sfumato”.

Books:

For example:

Leonardo on Painting, An Anthology of Writings

WB YEATS, “The Symbolism of Painting”, “The Symbolism of Poetry”

Sally BAYLEY *Eye Rhymes. Sylvia Plath's Art of the Visual*

Mary D GARRARD, *Artemisia Gentileschi. The Image of the Female Hero in Italian Baroque Art.*

Great Women Painters

Women Artists: An Illustrated History

Passion by Design: The Art and Times of Tamara de Lempicka

Christopher WOOD, *The Pre-Raphaelites*

Charles DEMPSEY, *The portrayal of love : Botticelli's* Primavera *and humanist culture at the time of Lorenzo the Magnificent*

Giorgio VASARI, *Lives of the Painters*

Walter PATER, *Studies in the History of The Renaissance*

Digital Resources:

A generous selection of scholarly articles on the poets / painters studied.

TEACHING METHODS

Group discussion and analysis.

WORK AND EVALUATIONS

Work requested:

Choose one of the painters or poems in the "anthology" provided and prepare an "introduction" and some questions in order to animate a discussion with the whole class.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Introduction		*50%*
Class participation		*50%*

Additional details:

Credit is given for your positive contribution to class.

BIOGRAPHY

After obtaining a first-class degree in English Literature, **Paul Leitch** wrote an MA dissertation on WB Yeats and French poetry (Verlaine, Mallarmé…) and a phD thesis on TS Eliot and French poetry (Baudelaire, Valéry, Rimbaud…). As a student of comparative literature, he also studied the relations between literature and the arts. He has published articles / book chapters on TS Eliot, Jules Laforgue and George Butterworth's musical settings of AE Housman's poetry. He married into a family of painters and musicians. He has taught poetry and Shakespeare at HEC for 8 years now (first in the English department, then as an elective).

UNDERSTAND THE NEWS: UNDERSTAND THE WORLD

Teacher: **Marina YALOYAN**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	40	In-person

Keywords:

COMMUNICATION SOCIETY DECISION-MAKING

SYNOPSIS

Understanding the world around you is not only a question of general culture but a question of good decision-making in the future. If you are passionate about analyzing news, debating, and better understanding major international conflicts, this class is for you. Here we leave our comfort zone and dive into the world of media to build opinion not based on bias and impressions but on facts. We also learn to analyse the world's most complex conflicts.

DETAILED DESCRIPTION

Prerequisites:

Intermediate English level

Course overview (executive summary):

"The evil in this world always comes from ignorance, and good intentions may do as much harm as malevolence, if they lack understanding". **- Albert Camus**

In the first part of this class, we learn the tools that journalists and editors use to select and treat information. Most importantly, we address the issue of objectivity and ethics and learn how to identify different types of media bias. We also talk about how social media has transformed journalism and the spread of fake news. We organize a panel discussion with selected articles / video reports of your choice that you analyse in class.

Next, we raise the question of political correctness and its influence on debate in a democratic society. We analyse persuasion techniques and rhetoric styles that are often used in politics. Then, in groups, we select roles and prepare for a dynamic group debate.

Finally, we address the media coverage of the most controversial conflicts, such as Syrian war, Israeli-Palestinian conflict, Russian-Ukrainian war. We analyse both sides of the conflict, the geography, the historical origins, the actors and the objectives on each side. We also prepare for a final group presentation that will aim to provide an in-depth critical analysis of a current global conflict / issue of your choice.

Principal Items:

Media Bias and Ethics, Political debates, Global Conflicts

Pedagogical Objectives:

To provide students with the maximum number of tools to identify different types of media biases, so that they could form their own opinions about current society trends and conflicts.

Skills:

- Leadership skills
- Public speaking, eloquence, clarity, and organization
- Analysing
- Art of persuasion
- Critical thinking
- Reading and comprehension
- Creativity
- Teamwork

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1	**Focus** ***Media bias and Ethics***	✓ Intro and warm-up questions Which news outlets do you trust and why? How do you decide whether an article is balanced and credible? What is ethics in news? ✓ 5 Ws, different types of leads ✓ Hard news vs. soft news (objectivity vs interpretation) ✓ 7 elements of news (or how editors select stories ✓ Different types of media bias Activity 1 Editorial Group meeting exercise Activity 2 In groups select and article and prepare for a panel discussion for next week.
Session 2	***Focus*** ***Media bias and Ethics / Debate***	✓ What is in the news today? (editorial group meeting) Activity 1: Group panel discussion with questions from the audience. Introducing debates: ✓ Right vs left wing political bias with examples ✓ Political correctness and its influence on a political debate

		✓ Watch a debate and discuss: rhetoric, credibility, use of facts and examples vs impressions, leadership, repetition, mantra, storytelling, voice power, performance, style. Activity 2: Distribute roles and start preparing for debates for next week
Session 3	**Focus** ***Debates***	✓ What is in the news today? (editorial group meeting) Activity 1 Do the debates (graded)
Session 4	**Focus** ***Global Conflict***	Reporting war: ✓ Treatment of global foreign conflict in the media. ✓ Problems of political alliance and perspective / bias by story selection / cultural bias ✓ Use of social media and fake news during war ✓ Use of propaganda during war Activity 1 Case-study: In groups, analyse the media coverage of: Syrian civil war (past) Israeli-Palestinian conflict Russian-Ukrainian war
Session 5	**Focus** ***Global Conflict***	✓ Finish discussing case studies: How to do successful presentations ✓ Opening and closing, Rhetorical questions, organisation, style, body language, stage fright. Activity 2 In groups, start researching and preparing for your final Global Conflict presentation
Session 6	**Focus** ***Global Conflict***	Final Global Conflict Presentations Critique

TEACHING MATERIALS

Books:

"When the Press Fails: Political Power and the New Media from Iraq to Katrina" by W. Lance BENNETT, Regina G. LAWRENCE, Steven LIVINGSTON

"Fact over Fake: a Critical Thinker's Guide to Media Bias and Political Propaganda" by Linda ELDER, Richard PAUL

“Breaking the Social Media Prism: How to Make our Platforms Less Polarizing” by Chris BAIL

Digital Resources:

www.globalissues.org, http://oilprice.com/Geopolitics/

http://www.france24.com/en/,

http://edition.cnn.com/,

http://www.nytimes.com/,

http://www.bbc.com/,

http://www.huffingtonpost.com/?country=US,

http://www.foxnews.com/,

https://wikileaks.org/,

http://www.aljazeera.com/,

http://the-japan-news.com/,

http://online.wsj.com/europe,

http://english.cntv.cn/,

http://www.bloomberg.com/news/

TEACHING METHODS

Discussions, role play, debates, reading, and analysis.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation in debates, discussions and attendance		*25%*
Debates	*In groups 20-30 minutes*	*25%*
Final Global Conflict Presentation	*In groups 20-30 minutes*	*50%*

BIOGRAPHY

Marina Yaloyan is an American French journalist, a director of International Affairs at the Parliamentary Journal (Journal du Parlement) in Paris, France and a correspondent for the European Committee (Comité de l’Europe). In the past she worked for television: CNN, France 24 and M6, then UNESCO where she was a language editor at Courier.

She has been teaching various courses, including Geopolitics, International News, Art of Presentation, Public Speaking, Media Training, Global Issues and Business English for the past 12 years at top business schools and universities including HEC, ISC and Celsa (Sorbonne). She has also extensive experience in the corporate world teaching Media Training to CEOs and top managers. She graduated with summa cum laude from UCLA (Los Angeles) in English Literature and from Columbia University (New York) in Broadcast Journalism. She is fluent in five languages and is passionate about current events, literature, history, art, traveling, and fashion.

EXPERIENCING FILM ANALYSIS

Teacher: **Emmanuel BURDEAU**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

CULTURE COMMUNICATION

SYNOPSIS

The course is devoted to a close analysis of scenes taken from movies of all countries, genres and periods of time. Each scene analysis is a joint effort made by the teacher and the students.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The course is devoted to a close analysis of movie scenes (duration: between 3 and 10 minutes). Every scene analysis is a joint effort where made by the teacher and the students.

Scenes will be analyzed in terms of direction, cinematography, dialogue, sound, editing, rhythm... The course will focus, among other things, on the evolution of each of these aspects, since the birth of cinema

Most of all, the objective is to understand how aesthetic choices are made in order to create meaning.

In other words: what is the relationship between form and content?

Film analysis does not require any prior knowledge and, above all, does not answer to any general rule of any kind. There is only one way to understand how cinema works, how images and sounds come together to build a certain kind of meaning and emotion: it is to watch and listen, again and again, with endless curiosity. Film analysis is not a science but an experience: this is what this course is about. Therefore, each scene has to be watched, listened and discussed many times. Analysis builds as the teacher and the students exchange views, ideas, questions, feelings…

Experience has proved that **opening scenes** work particularly well, the main reasons for it being : • the students do not have to know the movie to analyze the scene (and it is very important to me that they focus on the scene *per se* and not on the film ; you do not analyze a scene as a way to guess the rest of the film !) ; • most of the time, opening scenes tend to capture not only the mood, the atmosphere but also the whole structure and intentions of the film to come ; • opening scenes are very often spectacular, challenging, etc. ; • a movie works like a dialog between the director and the audience : an opening scene tells you the first sentences – or the language, even – of that dialog.

Here are some of the opening scenes that have been analyzed in class, with very stimulating results : *La Dolce Vita*, F. Fellini, 1961 ; *Mission : Impossible*, Brian De Palma, 1996 ; *The Earrings of Madame de…*, Max Ophuls, 1953 ; *To be or not to be*, Ernst Lubitsch, 1943 ; *Carrie*, Brian de Palma, 1974 ; *Full Metal Jacket*, Stanley Kubrick, 1987 ; *Ready Player One*, Steven Spielberg, 2018 ; *The Getaway*, Sam Peckinpah, 1972 ; *The Umbrellas of Cherbourg*, Jacques Demy, 1964 ; *Breathless*, Jean-Luc Godard, 1960 ; *Cléo from 5 to 7*, Agnès Varda, 1962 ; *Jeanne Dielman*, Chantal Akerman, 1975 ; *Some Like It Hot*, Billy Wilder, 1959 *; Anatomy of A Fall*, Justine Triet, 2023 ; *Apocalypse Now*, Francis Ford Coppola, 1979 ; *Lola Montès*, Max Ophuls, 1955 ; Dear Diary, Nanni Moretti, 1994 ; *Letter to three wives*, 1949, Joseph L. Mankiwicz ; *Once Upon a Time in the West*, Sergio Leone, 1968.

The scenes I have just listed are only examples. They are not the ones I intend to teach in the coming bimesters. As much as I can, I try to renew my choice of films with every new bimester ; it makes it fresher for me, and for the students ; the experience has to evolve if it really wants to be an experience.

Principal Items:

- Evolution of cinematic language throughout the history cinema, from the golden age of silent film in the 1920s to the digital cinema of the 21st century.

- Evolution of the definition of what constitutes a scene: does it have to be a “miniature film“ in itself ? or can it be a less definite entity ?

- Evolution of the relationships between images and sound (music, noises, dialogs).

- And most importantly: how does form build content?

Pedagogical Objectives:

This course is about observation, paying attention, analyzing your feelings and emotions. It's about cinema, but it's also about life as a whole. So I hope that at the end of the course the students will not only know more about film, but also feel more and pay more attention to everything they encounter in their work and in their lives.

Skills:

The purpose of this course is about more than just cinema and art. It is basically about learning to look and listen carefully, to pay attention to details, to always want to know more, to never take anything for granted, not only when it comes to movies, but in all areas of life and work.

So it must be emphasized that the course is mainly about:

1) A collective experience, research and investigation in which the teacher and the students are equal partners.

2) Sharpening one’s senses.

3) Developing one’s curiosity as a whole.

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

Each 3h session is divided into two periods of 1h30, each period being devoted to one scene and one scene only:

- <u>Sessions 1 and 2</u>: Analysis of 4 major opening scenes exemplifying some of the greatest accomplishments of the art of cinema.

- Session 3: Analysis of 2 opening scenes selected by the teacher in recent films.

- Session 4: Analysis of 2 scenes (opening scenes or not) selected by a group of students taken in 2 movies directed between 1930 and 1970, one French movie and one American one; the teacher doesn't know about the scenes in advance.

- Session 5: Analysis of 2 scenes (opening scenes or not) selected by a group of students taken in 2 movies directed between 2000 and 2022, one European (non-French) movie and one Asian movie; the teacher doesn't know about the scenes in advance.

- Session 6: Analysis of 2 scenes (opening scenes or not) selected by the teacher as a way to close the course.

TEACHING MATERIALS

Books:

None in particular. This course has to be, first and foremost, a collective experience.

Digital Resources:

N/A

TEACHING METHODS

Every session works the same: students first watch a scene two or three times, and then we discuss it together going back to parts of the scene as needed. The class always goes back and forth between watching (and listening) and talking. It has to be very concrete. In that sense, it is almost like a workshop!

WORK AND EVALUATIONS

Work requested:

Students will be asked to:

1) Take a very active part to the analyses conducted during each session.

2) Choose within a small group a particular scene and present it to the class.

3) Write a proper scene analysis for the final examen.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation during class	*Individual*	*60%*
Final essay (written scene analysis)	*Individual*	*40%*

BIOGRAPHY

Emmanuel Burdeau is a French cinema critic.

HEC PARIS

DATA SCIENCE

DECISION AND DATA MODELING (LEVEL 1)

Teachers: **Sri KUDARAVALLI & Alexis JOULIE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	**2 times in B1 and 1 time in B2**	English	25	In-person

Keywords:

DATA MANAGEMENT

SYNOPSIS

This course aims to help students understand the basics of creating models to address a variety of business problems. Students will apply their critical thinking and analysis skills to find effective solutions to real-world problems using spreadsheet software, specifically, Microsoft Excel.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

This course is designed to be hands-on and will develop practical skills to aid managerial decision making and business analysis

Pedagogical Objectives:

This course aims to help students understand the basics of creating models to address a variety of business problems. Students will apply their critical thinking and analysis skills to find effective solutions to real-world problems using spreadsheet software, specifically, Microsoft Excel.

Skills:

You will learn the basics of building, testing and using spreadsheet models by visualizing and validating data, working with databases, summarizing data, creating reports and working with event simulations and probability modeling.

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

Introduction to Data Modeling and Visualization

Working with Databases

Pivot Tables, Pivot Charts, Dashboards

Data Tables and data validation

Functions – Vlookup, Match, Index, etc.

Simulation and probability modeling - distributions

TEACHING MATERIALS

Course Packet (provided by the instructor)

Principles of Data Modeling

Introduction to Spreadsheets

Exercises

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

This course is primarily hands-on. The key concepts are introduced at the beginning of each session and students spend the remaining class time working on one or two exercises on the computer. The exercises build on each other and the course moves quickly. Therefore, the students are expected to attend all sessions and spend enough time outside of class reviewing concepts and practicing exercises. Since 90% of the grade is based on the final exam, allocating sufficient preparation time outside of class is especially important.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Attendance and Class Participation	*Individual*	*10%*
Final Exam	*Individual*	*90%*

BIOGRAPHY

Alexis JOULIE has been a Finance consultant for 9 years, and an Entrepreneur for 7 years. He has model every day to help his clients:

• Build solid financial or strategic models

• Save time & energy by improving the existing models and processes

He is a former HEC student (Grande Ecole 2014), and he has been teaching at HEC since 2018

Sri KUDARAVALLI is an Associate Professor in the Department of Information Systems and Operations Management at HEC Paris.

His research interests relate to the role of information technology in distributed knowledge work, online communities and social networks. His work has been presented at several conferences where it has been nominated for the first time and published in the top journals of Information Systems. Prior to joining academia, he was a consultant for various organizations for nearly a decade

DECISION AND DATA MODELING (LEVEL 2)

Teachers: **Alexis JOULIE & Antoine DORNIER**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	**4 times in B1 and 4 times in B2**	**English and French**	25	In-person

Keywords:

DATA MODELLING

SYNOPSIS

The purpose of this class is to learn advanced modelling skills and get additional training on spreadsheets, as they are an essential tool in corporate life. This is a practical class dedicated, with a very hands-on approach.

DETAILED DESCRIPTION

Prerequisites:

Students should have a basic-to-average knowledge of Excel (and ideally having been through Level 1). I expect students to already know:

• The basics of Excel: relative and absolute references (the « $ » sign)

• The most common functions: INDEX, MATCH, IF, VLOOKUP

• The creation of charts

Course overview:

The democratization of personal computers has fostered the use of models in corporate life: virtually all decisions are taken only after having been comprehensively modelled on a spreadsheet software:

- Should we make this new investment?
- What is the cash impact of hiring new staff?
- How can I optimize my marketing strategy?
- What was the performance of foreign subsidiaries last year?
- Being able to build such models has become a highly valuable knowledge.

Audience

Whether you are looking at a career in Finance, in Audit, in Strategy or as an Entrepreneur, improving your modelling skills will save you a lot of time & energy down the road.

This course will prove extremely useful to whoever uses models in a professional environment.

French and International Students who have followed this elective are, in average, extremely satisfied (with ratings above 4.0, and often above 4.5). They specifically value the very hands-on approach, and the practical competencies learnt throughout the class.

Principal Items:

Modelling, Spreadsheet, Data

Pedagogical Objectives:

This course will teach you the most useful advanced functions and functionalities of Excel to build such decision-making models.

Concretely, you will learn the best tips and techniques to build scalable, efficient models.

On top of those functions and functionalities, you will also master Excel's shortcuts. As a result, you will work 3x to 6x times faster.

Finally, you will know the best practices to create user-friendly, nicely formatted models that you can proudly share with your boss or your clients.

Overall, you will be able improve and streamline the decision-making processes of your future company.

Skills:

Autonomy on a spreadsheet, ability to build a model, knowledge of some advanced spreadsheet functions.

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course starts with some good practices and useful shortcuts. We then study a series of advanced functions and functionalities of Excel:

- Names
- Automating Reporting, using the LARGE function
- Dates & Times
- Data Analysis Functions: SUMIFS, COUNTIFS, SUMPRODUCT…
- The INDIRECT & OFFSET Functions
- The Text Functions
- The Best Practices to format a worksheet

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

A typical session is divided into:

• A short training on shortcuts, to become 3x to 6x faster on Excel

• A theoretical overview of a new concept (usually 20 to 30 minutes per concept)

• A series of application exercises, that students try to solve on their own, before reviewing the solutions together in class.

WORK AND EVALUATIONS

Work requested:

Students are expected to review the content of the previous week for each session. Most exercises are done in class, but some exercises may have to be done at home and be uploaded on Blackboard.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
In-class participation (attendance, short online quizzes, overall commitment)	*Individual*	*10-20%*
Homework control, if applicable	*Individual*	*0-10%*
Final Exam on Excel: a series of independent questions to answer, using the functions, functionalities and best practices seen in class	*90 to 120 min / Individual*	*70-90%*

BIOGRAPHY

Alexis JOULIE has been a Finance consultant for 9 years, and an Entrepreneur for 7 years. He uses models every day to help his clients:

• Build solid financial or strategic models

• Save time & energy by improving the existing models and processes

He is a former HEC student (Grande Ecole 2014), and he has been teaching at HEC since 2018

After a first experience as a financial controller, **Antoine DORNIER** has been a financial modelling consultant for 2 years. He designs models every day for his clients to help them:

• Build solid financial or strategic models

• Save time & energy by improving the existing models and processes

He is a former HEC student (Grande Ecole 2020) and taught the Data & Design Academy in 2023.

HEC PARIS

ENTREPRENEURSHIP & INNOVATION

PURCHASING AND SUPPLY MANAGEMENT

Teacher: **Elda SIMONASKA**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SUPPLIERS SUPPLY CHAIN COMPETITIVE ADVANTAGE OPEN INNOVATION COST REDUCTION TIME TO MARKET

SYNOPSIS

The objective of the course is to give students an introduction to the key insights, knowledge and tools related to one of the most vital and fastest growing functions in the business: Purchasing and Supply Management. They would learn about supplier innovation, risk management in the supply chain, cost reduction and all the main tools and the vocabulary of the function.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The central theme of the course is that purchasing can provide a major source of competitive advantage to the business be this cost, time or value advantage.

Strangely enough it is a discipline often ignored in business schools.

Purchasing costs can represent more than 80% of the sales turnover as firms concentrate on their core business and outsource everything else. So, suppliers and purchasing are in the first line of contributors to cost/profit performance (and as a result the focus of many strategy consulting performance projects, organizational turnarounds or mergers & acquisitions). Moreover, as many businesses become solutions “integrators”, major innovations would depend on suppliers’ capabilities and suppliers’ integration. So, purchasing impacts both parts of the equation: costs and growth.

Purchasing main feature is complexity: worldwide suppliers to be integrated, internal functions to be aligned when on the other side what the customer expects is speed, agility, quality, efficiency, fair price, customization, service. How do you manage that complexity? What is the right strategy to adapt? What drives purchasing performance? These are some of the questions we will try to answer.

Given the stakes the function represents, no business can afford to be less than excellent in purchasing and no manager can afford not to integrate that knowledge in the decision making process – it doesn't matter the perimeter of responsibilities. The success and survival of a firm would depend.

And as the function cross the functional and national boundaries of the company and is one the most exposed to the "outside" and "inside" world, it becomes one of the most interesting functions to work at. It imposes constant challenge and requires a strong capacity to adapt and manage complexity, strong analytical skills, great understanding of each part of the value chain, polyvalence, great influencing and stakeholders management skills.

Principal Items:

Purchasing Strategy, Innovation, Design to cost, Suppliers Management

Pedagogical Objectives:

The course content should enable students to fully integrate purchasing perspective in their future decision making processes. They would learn the main levers to reduce costs, reduce risks in the supply chain, improve profitability and innovate

Skills:

Strategic perspective, problem solving, management of complexity, cost management techniques, risk management and innovative techniques

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

- Purchasing as a driver to globalisation and internationalisation of the business
- The purchasing contribution to Cost Reduction, Risk Management and Open Innovation/Growth
- The purchasing involvement to the development stage of the products: design to cost, value analysis
- The purchasing process from the definition of requirements to supplier performance measurement
- The Supplier Market Analysis and Suppliers Selection
- The Supplier Relationships Management & Development
- The Supplier Performance Measurement and Management

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

The group work on case studies is central to the course

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class Participation	*Individual*	*20%*
Case Studies Work in groups	*Group*	*20%*
Individual Exam	*Individual*	*60%*

BIOGRAPHY

Currently **Elda Simonaska** is a Consultant Expert in Purchasing and Supply Management at Oliver Wyman's office in Paris.

She specializes in the suppliers integration in the supply chain, measurement of purchasing performance, human resources issues in purchasing and the links between purchasing strategy and actions at operational level.

In addition to that she is leading coaching and "knowledge transfer" modules which are an integrative part of our work with clients. She is acting as well as a coach for several Purchasing Directors.

Previously she was the MBA Director at The European Institute of Purchasing Management. In addition, she led the sale, design and delivery of Executive Development Programs in Europe, Asia, North and South America as well as the management of international roundtables and conferences on specific purchasing topics.

The list of clients she has been working with varies from high tech companies to chemicals and pharmaceuticals and it includes Faurecia, Consolis, Rhodia, BASF, Sanofi, Bayer, Bristol-Mayers Squibb, Thomson multimedia, Siemens, SKF, Nokia, France Telecom, Unilever, Thales etc.

She is an active speaker in different international Conferences in purchasing and supply management.

Back to summary

FINANCEMENT DES STARTUPS – METHODES ET OUTILS

Enseignant : **Etienne KRIEGER**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	25	Présentiel

Mots-clés :

ENTREPRENEURSHIP INNOVATION STRATEGY MARKETING FINANCE

SYNOPSIS

Le développement d'un projet innovant est indissociablement lié à son financement. A ses débuts, une jeune entreprise doit généralement faire appel à plusieurs ressources financières, parmi lesquelles le capital-risque est souvent déterminant. Ce séminaire s'adresse à celles et ceux qui souhaitent se familiariser avec le monde du private equity et avec les mécanismes du financement de l'innovation et des jeunes entreprises de croissance.

Vous adopterez le point de vue de la plupart des parties prenantes : investisseurs, entrepreneurs, intermédiaires financiers et experts du secteur. Vous serez également mis en situation réelle d'investissement puisque vous serez chargé(e) de présenter et d'analyser un dossier réel de startup en phase de levée de fonds ou d'entreprise de croissance récemment cotée en bourse.

DESCRIPTION DETAILLEE

Prérequis :

Avoir un intérêt prononcé pour les aspects financiers de la création et du développement d'une startup, via des capitaux externes ou en pur autofinancement.

Présentation générale du cours (résumé) :

Ce cours est pertinent pour un grand nombre de situations potentiellement rencontrées par les entrepreneurs en matière de création et de financement des startups. Dans le cadre de ce cours, vous serez confronté à plusieurs situations stratégiques et financières, suivies de débriefings approfondis ainsi que de conférences et de cas illustratifs sur l'art et la science du financement des startups.

Outre les sessions méthodologiques proposées lors des trois premières séances, le format typique d'une session d'analyse de startups sera le suivant :

- Analyse stratégique et financière de startups archétypiques.
- Feedback et recommandations d'investissement.

Thèmes principaux :

Startups, Nouvelles Entreprises, Venture Capital, Finance, Stratégie, Financement, Entrepreneuriat, Innovation

Objectifs Pédagogiques :

En suivant ce cours, vous pourrez :

- Connaître les enjeux et les spécificités de l'innovation et de son financement.
- Utiliser une méthode de diagnostic financier d'un projet de création-innovation.
- Vous familiariser avec la structure d'un *business plan* (plan de développement).
- Bâtir un plan financier prévisionnel... et en connaître les limites.
- Connaître les sources de financement de l'innovation ainsi que leurs conditions d'octroi.
- Mieux connaître l'univers du capital-investissement et bénéficier de l'expérience d'entrepreneurs et d'investisseurs en matière de stratégies financières de croissance.
- Vous permettre d'analyser des projets de startups cotées en bourse ou en phase de levée de fonds

Compétences développées :

Compréhension des fondamentaux de la création, du développement et du financement des startups : allocation de fonds propres, business model et modélisation financière, financement, ingénierie financière, enjeux et mécanismes de sortie.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

M1 :

- Caractéristiques de l'innovation technologique et des nouvelles entreprises. Phases du processus d'innovation et principales étapes du développement d'une start-up.
- Formulation du plan de développement et modélisation financière.
- Constitution des groupes pour les séances d'analyse stratégique et financière

M2 :

- Formulation du plan de développement et modélisation financière (suite)
- Financement de l'innovation : sources & conditions d'octroi
- Témoignage d'un entrepreneur autofinancé ou ayant réalisé plusieurs levées de fonds (optionnel)

M3 :

- La relation entrepreneur-investisseur.
- Initiation à l'ingénierie financière appliquée aux startups (cf. quiz final - session M6).
- Témoignage d'un entrepreneur en phase de levées de fonds (optionnel).

M4 :

- Analyse stratégique et financière d'une start-up (Gr.1&2) : Sociétés BLABLACAR & UBER (sous réserve)

- Analyse stratégique et financière. Recommandations d'investissement.

M5 :

- Analyse stratégique et financière d'une start-up (Gr.3&4) : Sociétés OPEN AI & QUANDELA (sous réserve)
- Analyse stratégique et financière. Recommandations d'investissement.

M6 :

- Analyse stratégique et financière d'une start-up (Gr.5) : Société MIRAKL (sous réserve)
- Analyse stratégique et financière. Recommandations d'investissement.
- Synthèse du séminaire et quiz d'ingénierie financière sur www.socrative.com

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

- www.ikigai-colors.com/index.php/blog/
- https://solutions.lesechos.fr/auteur/etienne-krieger/
- KRIEGER E. (2023), « **Deep Tech : 4 défis pour l'entrepreneuriat** », Les Echos Solutions, 06/07/2023 : https://solutions.lesechos.fr/tech/c/deep-tech-4-defis-pour-lentrepreneuriat-39953/
- KRIEGER E. (2023), « ***Quel est le profil-type des startups financées par le capital-risque à leur sortie ?*** », Maddyness, 19/12/2023 : www.maddyness.com/2023/12/19/quel-est-le-profil-type-des-startups-financees-par-le-capital-risque-a-leur-sortie/
- KRIEGER E. (2023), « **Les 4 critères principaux que regardent les investisseurs** », Maddyness, 02/08/2023 : www.maddyness.com/2023/08/02/criteres-investisseurs/
- KRIEGER E. (2023), « ***Capital risque : pourquoi les startups doivent prendre en compte la règle des 10X »***, Maddyness, 24/11/2023 : www.maddyness.com/2023/11/24/capital-risque-pourquoi-les-startups-doivent-prendre-en-compte-la-regle-des-10x/
- KRIEGER E. & LETHBRIDGE A.C. (2023), "**Allier compétences et personnalités au sein des équipes entrepreneuriales**", adapté de la tribune "*Le succès repose sur l'alchimie de l'équipe dirigeante*", Le Figaro Entrepreneurs, pages 4-5, 4 mai 2016 : www.ikigai-colors.com/index.php/2023/09/04/allier-competences-et-personnalites-au-sein-des-equipes-entrepreneuriales/
- KRIEGER E. (2023), « **L'investissement à impact : avenir du capital-innovation ?** », Les Echos Solutions, 01/09/2023 : https://solutions.lesechos.fr/financement-assurance/c/linvestissement-a-impact-avenir-du-capital-innovation-40668/
- KRIEGER E. (2023), « **La proposition de valeur : au cœur du réacteur entrepreneurial** », Les Echos Solutions, 29/09/2023 : https://solutions.lesechos.fr/business-development/c/la-proposition-de-valeur-au-coeur-du-reacteur-entrepreneurial-41447/

METHODES PEDAGOGIQUES

Ce cours est une combinaison de de conférences, de discussions et d'études de cas. Vous préparerez et vous engagerez dans une série de situations entrepreneuriales pour lesquelles vous résoudrez des problèmes liés au développement et au financement de startups.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

- Exposés méthodologiques et illustration à l'aide de cas réels.
- Débat avec des entrepreneurs et des experts du financement de l'innovation.
- Exercices d'application, avec des outils spécifiques mis à la disposition des participants

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Présence et participation	*Individuel*	*25%*
Travail de groupe (analyse écrite et présentation orale)	*Groupe*	*50 %*
Travail individuel	*Individuel*	*25 %*

Précisions complémentaires :

Group Work : Example of Startups / Travail de groupe : exemples de startups

- ✓ Alan - assurance santé digitale : https://alan.com/
- ✓ Doctolib – prise et gestion des rendez-vous auprès de professionnels de santé : www.doctolib.fr
- ✓ Sunday - paiement par QR code dédié aux restaurants : https://sundayapp.com/
- ✓ Open AI – éditeur de l'IA conversationnelle Chat GPT : https://openai.com/
- ✓ Mistral AI –modèle de traitement du langage et plateforme de services : https://mistral.ai/
- ✓ Pennylane - plateforme tout-en-un de gestion financière : www.pennylane.com
- ✓ Back Market - plateforme de revente de produits électroniques reconditionnés : www.backmarket.fr
- ✓ BlaBlaCar - plateforme de covoiturage : www.blablacar.fr
- ✓ Doctrine - plateforme d'analyse de données juridiques : www.doctrine.fr
- ✓ Ledger - portefeuille de cryptomonnaie sécurisé : www.ledger.com
- ✓ Mirakl - plateforme de marketplace B2B et B2C : www.mirakl.com
- ✓ Shift Technology - plateforme d'assurance automatisée basée sur l'IA : www.shift-technology.com
- ✓ Vestiaire Collective - vente en ligne de mode de luxe d'occasion : https://fr.vestiairecollective.com/

- ✓ Ynsect - élevage d'insectes pour l'alimentation animale et humaine : www.ynsect.com
- ✓ Sorare : jeu de simulation sportive basé sur la blockchain : https://sorare.com/r/invest

BIOGRAPHIE

Étienne Krieger, diplômé d'HEC et docteur ès sciences de gestion à l'Université Paris-Dauphine, est Professeur Affilié à HEC Paris, membre de divers comités stratégique et expert en matière de stratégie et de finance entrepreneuriale, de la création et du financement de startups jusqu'à leur développement et cession.

Il est directeur académique du programme HEC Challenge + (France & Afrique) et du certificat exécutif « Dirigeant PME : Innovation, Impact & Croissance ». Il est également Conseiller Scientifique du MSc in Innovation and Entrepreneurship (MSIE) d'HEC Paris.

Enseignant à HEC Paris, il a accompagné plus de 1200 créateurs et dirigeants d'entreprises innovantes. Il est président du Club Challenge +, association regroupant une centaine de dirigeants d'entreprises innovantes. Il est membre du comité d'investissement du fonds d'investissement Paris Saclay Seed Fund. Il est par ailleurs cofondateur, administrateur et/ou conseiller de plusieurs entreprises technologiques. Il a accompagné la société Xiring en qualité d'administrateur indépendant, depuis sa cotation sur Euronext Paris jusqu'à l'OPA amicale d'Ingenico. Coauteur de l'ouvrage "De l'entreprise traditionnelle à la start-up : les nouveaux modèles de développement", il a publié de nombreux articles sur le thème de l'innovation, de la confiance et du financement des jeunes entreprises. Il est par ailleurs l'éditeur et le directeur de la publication du site www.ikigai-colors, consacré à l'art, à la science, à l'innovation et aux enjeux de société.

Auteur et Directeur de la collection « Outils de pilotage » chez NetPME et NetLEGIS, il a développé une gamme de logiciels de modélisation et d'ingénierie financière. Il est coauteur du MOOC « Créer et développer une startup technologique » réalisé par HEC et l'Ecole Polytechnique. Ce cours diffusé par Coursera a réuni plus de 67 000 inscrits issus de 143 pays. Il a également créé un cours de finance entrepreneuriale pour le premier programme diplômant d'HEC dispensé intégralement en ligne : l'Executive MSc in Innovation and Entrepreneurship (MSIE).

HEC PARIS

MANAGEMENT DES INDUSTRIES CULTURELLES

Enseignant : **Thomas PARIS**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	30	Présentiel

Mots-clés :

CULTURE ECONOMICS MANAGEMENT STRATEGY POLICY

SYNOPSIS

Le cours met en avant les spécificités des industries culturelles (édition, musique enregistrée, cinéma, audiovisuel, jeu vidéo), économiques et managériales. Il aborde les thématiques suivantes : consommation, production, droits de propriété littéraire et artistique, dynamiques industrielles, tuyaux et contenus, numérique, politiques publiques.

DESCRIPTION DETAILLEE

Prérequis :

Intérêt pour les industries culturelles.

Présentation générale du cours (résumé) :

Peer-to-peer, diversité culturelle, intermittents du spectacle… Les industries culturelles (cinéma, édition, disque/musique, télévision, jeu vidéo) font régulièrement face à des crises aiguës, qui tiennent à leurs particularités.

Le module s'adresse autant aux élèves qui ont un intérêt pour le management dans les industries culturelles qu'à ceux qui sont demandeurs de pouvoir déchiffrer les problèmes qui s'y posent. Il vise à donner une compréhension fine des spécificités, du fonctionnement et des enjeux des industries culturelles et à réfléchir aux implications en termes de management de leurs caractéristiques structurelles. Le module constitue en outre une première prise de contact avec les secteurs du cinéma, de la musique et de l'édition. Il ne traite pas directement des autres secteurs de la culture.

Thèmes principaux :

Stratégie / Economie

Objectifs Pédagogiques :

Les étudiants auront une connaissance de l'organisation générale des industries culturelles, de leurs acteurs et forces directrices. Ils connaîtront un certain nombre de principes et de théories de l'économie de l'information et des industries créatives.

Compétences développées :

Le cours doit permettre aux étudiants d'appréhender les enjeux d'actualité des industries culturelles, en ayant une compréhension des différents points de vue impliqués.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

- Les industries culturelles : spécificités économiques

- La consommation des biens culturels : spécificités

- La fabrication : économie de la production

- Droits et marchés

- Les dynamiques industrielles : majors et indépendants

- La distribution : contenus et tuyaux

- Industries culturelles et numériques

- Politiques publiques

MATERIEL PEDAGOGIQUE

Ouvrages :

Creative industries, Richard CAVES

Les Mondes de l'art, Howard BECKER

Economie de l'information, VARIAN & SHAPIRO

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Lectures de documents, préparation d'exposés

Les élèves qui s'inscrivent à ce cours s'engagent à une assiduité irréprochable.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Test final, pondéré par une notre de participation et par une note d'exposé	*Individuel*	*100%*

BIOGRAPHIE

Thomas Paris est professeur associé et directeur scientifique du Master/Mastère spécialisé MAC (Média, art & création) à HEC Paris. Ancien élève de l'Ecole polytechnique, il est chargé de recherches au CNRS en économie et gestion, où il mène des recherches depuis 20 ans sur les industries culturelles et créatives, sous les angles des processus de création, de l'organisation et du management, de l'économie sectorielle et des politiques publiques. Il mène des recherches en collaboration avec des acteurs publics et privés de ces secteurs (Ubisoft, WildBunch, CNC, CNM, Commission européenne, Secrétariat d'Etat au développement de la région capitale, CCI Paris, VIA…).

CONVICTIONS, DONNÉES ET ÉMOTIONS : COMMENT CONSTRUIRE UN BUSINESS DURABLE

Enseignant : **Jules TRECCO**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

ENTREPRENEURSHIP DATA SUSTAINABILITY STRATEGY MARKETING

SYNOPSIS

Le cours fournit des thèses clés, des idées et des études de cas sur la manière de construire une entreprise durable ou d'atteindre des objectifs stratégiques de manière plus intelligente. Les étudiants obtiendront une compréhension et des connaissances approfondies sur la façon de tirer parti à la fois de leurs convictions et du 'big data' pour créer leur avenir de 'business leader' généraliste (création ou restructuration d'entreprise).

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Le cours fournit des thèses clés, des idées et des études de cas sur la manière de construire une entreprise durable ou d'atteindre des objectifs stratégiques de manière plus intelligente. Les étudiants obtiendront une compréhension et des connaissances approfondies sur la façon de tirer parti à la fois de leurs convictions et du 'big data' pour créer leur avenir de 'business leader' généraliste (création ou restructuration d'entreprise).

Les étudiants apprendront comment la recherche de sens et de pertinence a un impact sur les entreprises et les marques. Ils exploreront la puissance des outils "no-code" pour être autonomes dans l'analyse des données et renforcer leur vision.

Les étudiants sauront comment la durabilité va changer la façon dont les entreprises se développent et dont les gens font des affaires et du marketing.

Objectifs Pédagogiques :

Le cours a les objectifs spécifiques suivants :

- Apprendre le pouvoir du "Why"
- Comprendre les avantages de définir une mission et des valeurs claires

- Comprendre comment construire une feuille de route stratégique SMART basée sur vos convictions
- Se familiariser avec toutes les données (data) que vous pouvez collecter, agréger et analyser
- Apprendre à tirer parti des outils " no-code " pour devenir plus intelligent
- "De la nation des startups à la nation durable" : intégrer la durabilité comme pilier de tout ce que vous faites, par rapport aux assets physiques et non-physiques (leviers par rapport à la cible - clients, collaborateurs)
- Apprendre à créer de l'engagement avec vos visiteurs, clients et followers (sur tous les *touchpoints* de la *customer* ou *talent journey*)
- Comprendre comment gérer et tirer parti des émotions de votre communauté
- Se familiariser avec toutes les étapes de la création d'une entreprise durable

Ce cours est conseillé à tous ceux qui veulent construire un avenir meilleur au sein d'une entreprise

Compétences développées :

Entreprenariat / Stratégie / Marketing / Brand Management / Développement durable

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Le cours se compose de quatre parties :

- Partie I : Construire une marque puissante (marque « conso », marque « corpo », marque employeur)

- Partie II : Exploiter les données pour prendre des décisions plus intelligentes et plus rapides

- Partie III : Comprendre les impacts de la durabilité

- Partie IV : Donner du pouvoir aux gens grâce à l'engagement et aux émotions

MATERIEL PEDAGOGIQUE

Ouvrages :

1. **Peter Thiel -** *From 0 to 1* : le livre fournit des conseils, des idées et des commentaires sur la façon dont vous pouvez démarrer une entreprise et la faire croître jusqu'au au niveau de la licorne.
2. **J.D Schramm** - *Communiquer avec maîtrise*. Ce livre est un guide pratique pour les dirigeants qui souhaitent améliorer leurs compétences en communication. Il fournit des conseils pratiques et des stratégies utiles pour devenir un orateur influent.
3. **Nir Bashan** - *The creator mindset*. Ce livre est un guide complet pour incorporer la créativité dans tout ce que vous faites.
4. **Yvon Chouinard** - *Let my people go surfing*. Ce livre présente l'état d'esprit et les règles du fondateur de Patagonia, ainsi que des idées clés sur la façon dont nous pourrions changer la façon de faire des affaires ou de gérer des équipes.

5. **Philippe Bouissou** - *Aligning the dots - the new paradign to grow any business*. Il est 8 heures du matin le lundi, que faites-vous pour dépasser le marché et croître plus vite que vos concurrents ? Ce livre apporte une réponse claire à cette question simple.
6. **Alexandre Mars** - *Tout le monde peut devenir entrepreneur*. Ce livre, écrit par un entrepreneur, investisseur et philanthrope en série, donne des explications clés sur la façon dont vous pouvez combiner vos convictions et vos données pour réaliser ce que vous voulez.
7. **Alexandre Pachulski** - *Unique(s) et si la clé du monde de demain c'était nous*. Ce livre est un guide pratique pour tous ceux qui veulent contribuer à un avenir et une société plus durable.
8. **Simon Sinek** - *Start with why*. Ce livre donne un aperçu de la manière dont les grands leaders incitent tout le monde à agir.

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Ce cours adopte une approche entrepreneuriale. Les étudiants doivent donc lire certaines études de cas avant le cours afin d'être prêts à réaliser rapidement les ateliers en classe. L'examen final consistera en la création d'une entreprise durable (pas nécessairement dans le domaine de l'environnement).

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Ateliers en classe – participation et qualité du rendu	*Individuel*	*50%*
Examen final	*Individuel*	*50%*

BIOGRAPHIE

Jules Trecco

HEC PARIS

DANS LA TETE D’UN VENTURE CAPITALIST EARLY-STAGE

Enseignant : **Pierre ENTREMONT**

Niveau	Période	Langue d’enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	54	Présentiel

Mots-clés :

ENTREPRENEURSHIP FINANCE INNOVATION

SYNOPSIS

Dans la tête d’un VC : Plongée dans le monde des startups VC-backed du point de vue d’un investisseur. Explorez la mécanique des fonds de capital-risque, les qualités des fondateurs et fondatrices à succès et les facteurs à considérer avant de s'engager dans ce type d’aventure entrepreneuriale. Participez à des discussions interactives et déterminez comment maximiser votre potentiel dans l'écosystème des startups que ce soit en tant que fondatrices, salariés, ou investisseurs.

DESCRIPTION DETAILLEE

Prérequis :

Intérêt fort pour l’entrepreneuriat, l’innovation technologique et la finance.

Présentation générale du cours (résumé) :

Dans la tête d’un VC : Plongée dans le monde des startups VC-backed du point de vue d’un investisseur. Explorez la mécanique des fonds de capital-risque, les qualités des fondateurs et fondatrices à succès et les facteurs à considérer avant de s'engager dans ce type d’aventure entrepreneuriale. Participez à des discussions interactives et déterminez comment maximiser votre potentiel dans l'écosystème des startups que ce soit en tant que fondatrices, salariés, ou investisseurs.

Thèmes principaux :

Entrepreneuriat, Innovation, Finance

Objectifs Pédagogiques :

A l’issue du cours l’étudiant connaîtra :

- Les principes de base et le fonctionnement des fonds de capital-risque (VC) et leur impact sur le choix des investissements
- Les qualités communes des fondateurs et fondatrices de startups VC-backed à succès et comprendra comment ces qualités inspirent les parties prenantes

- Les opportunités et les défis liés à la carrière dans un fonds de VC et pourra déterminer si cela correspond à ses ambitions professionnelles

Compétences développées :

En situation professionnelle, l'étudiant sera capable de :

- Evaluer les avantages et les inconvénients d'une startup VC-backed par rapport à une entreprise traditionnelle et pourra réfléchir aux facteurs à prendre en compte avant de s'engager dans ce type d'entreprise.
- Appliquer une approche stratégique pour choisir la bonne startup VC-backed en fonction de ses propres objectifs et aspirations.
- Poser des questions pertinentes et d'échanger avec des professionnels du secteur lors de discussions interactives, développant ainsi son réseau et sa compréhension du milieu.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : La mécanique d'un fonds de VC, et pourquoi cette mécanique oblige à n'investir que dans des entreprises qui ont une petite probabilité de valoir plusieurs milliards en 10 ans et une grande d'échouer complètement. Comment peut-on relier cette logique avec le sujet de l'impact.

Séance 2 : Ce que les grands founders de startups VC-backed ont en commun (ambition, vision, exécution), et pourquoi cela donne aux autres (salariés, clients, investisseurs, journalistes…) envie de les suivre.

Séance 3 : Les questions à se poser avant de créer ou rejoindre une entreprise VC-backed plutôt que traditionnelle

Séance 4 : Les questions à se poser avant de créer ou rejoindre une entreprise VC-backed plutôt qu'une autre / allouer son temps et son énergie comme un VC le ferait avec son capital

Séance 5 : Rejoindre un fonds de VC après l'école, une bonne idée pour qui / pour quoi ? Avec partage d'expérience d'un autre VC en plus de Pierre

Séance 6 : Retour des étudiants sur la séquence + Mise en perspective avec le sujet de l'impact + Etude de cas

MATERIEL PEDAGOGIQUE

Ouvrages :

100% online et gratuit, sera partagé au fil du cours

Ressources numériques :

100% online et gratuit, sera partagé au fil du cours

METHODES PEDAGOGIQUES

Partage d'expérience et discussion avec la classe.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation	*Individuel*	*30%*
Examen final sous forme d'étude de cas	*1h30 en individuel*	*70%*

BIOGRAPHIE

Pierre Entremont (H13) est le co-fondateur de Frst, le plus gros fonds de VC dédié à l'investissement Seed en France, avec €250m d'actifs sous gestion.

INSIDE SILICON VALLEY

Teacher: **Olivier YOUNES**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	**B1 and B2**	English	35	In-person

Keywords:

ENTREPRENEURSHIP INNOVATION CULTURE FINANCE

SYNOPSIS

This course focuses on understanding the culture, references, and disruptions that are happening in Silicon Valley. Students will analyze tech startups that are challenging the status quo in various industries as well as their judgment to allocate a virtual industry-centric VC fund of 10MUSD amongst their selected companies. They also will leverage their conviction to pitch hypothetical startup idea to the class.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

This course focuses on understanding the culture, references, and disruptions that are happening in Silicon Valley. Students will analyze tech startups that are challenging the status quo in various industries, such as education, space, luxury, or mobility. The course will also provide insights into the unique characteristics of Silicon Valley and why it is home for disruption and for resilience. In addition, students will use judgment to allocate a virtual industry-centric VC fund of 10MUSD amongst their selected companies, as well as their conviction to pitch hypothetical startup idea to the class.

Principal Items:

Silicon Valley, Entrepreneurship, Innovation, Disruption, Start-up, VC.

Pedagogical Objectives:

- Understand the culture and references of Silicon Valley.
- Analyze trends and disruptions in various industries.
- Develop a hypothetical startup idea and pitch it to the class.
- Identify tech startups that are challenging the status quo.
- Propose and discuss an industry-centric portfolio allocation.

Skills:

- Leverage the culture and references of Silicon Valley.
- Analyze and discuss trends and disruptions in various industries.
- Develop a startup idea and pitch it.
- Identify tech startups that are challenging the status quo.
- Propose and discuss an industry-centric portfolio allocation.

Course organization - detailed outline:

6 sessions of 3 hours, one per week, during one bimester

Course 1 (3 hours) – An introduction to Silicon Valley

- History of Silicon Valley and its key milestones
- Key players and institutions involved in the ecosystem
- The role of universities and research institutions
- Venture capitalists and the funding landscape
- Startups and their role in driving innovation
- Testimony of a start-up or a big tech or a VC

Course 2 (3 hours) - Silicon Valley's culture and challenges

- The Silicon Valley mindset and culture
- The "move fast and break things" mentality
- Failure as a learning opportunity
- The cult of the entrepreneur
- Challenges: income inequality, remote work, diversity, inclusion, alternative "tech valleys"
- Testimony of a start-up or a big tech or a VC

Course 3 (3 hours) – VC 101

- Overview of VC: An introduction to the concept, its history, and its role
- Fundamentals of VC Investment: Understanding how VC choose and invest in startups, including evaluating business models, assessing teams, and negotiating terms.
- Raising Capital from VCs: How to create a pitch deck and manage the fundraising process.
- Due Diligence: Conducting investigations to evaluate investment opportunities.
- Group work (part 1 of 2): Developing a hypothetical startup idea and pitching it to the class

Course 4 (3 hours) – VC's art of the deal

- Term Sheet Negotiation: Key elements of a term sheet and its common topics.
- Portfolio Management: Managing a portfolio, monitoring startups and providing support.
- Exit Strategies: Understanding the various options, ie. IPO, trade sale and secondary market
- VC and Corporate Social Responsibility: how VCs back diversity, inclusion, and sustainability.
- Group work (part 2 of 2): Developing a hypothetical startup idea and pitching it to the class

Course 5 (3 hours) – Pre-Jury mentorship

- Simulation of projected presentations / Workshops / Q&A / Presentation polish

Course 6 (3 hours) – Final Jury

- 70% of the grade.
- Students - by groups of 5 - will discuss with the final Jury the following topics for a given industry:
  - Student 1: Vision of the disruptions to come (usage, technology, business models, etc.) and main takeaways.
  - Students 2, 3, 4 and 5: Analyze 4 tech companies (one by student), as business cases, through a methodology addressing: market, team, business model, long-term competitive advantage, and exit strategy.
  - All selected companies will be from Silicon Valley.
  - The students will propose and back-up the composition of a VC's dedicated allocated portfolio for a total of 10MUSD.

TEACHING MATERIALS

Books:

Valley Speak: Deciphering the Jargon of Silicon Valley, Steven GANZ , Rochelle KOPP

Non Obvious – How to predict trends and win the future, Rohit BHARGAVA

Valley of Genius: The Uncensored History of Silicon Valley, Adam FISHER

Valley of the Gods: A Silicon Valley Story, Alexandra WOLFE

The psychology of Silicon Valley: Ethical Threats and Emotional Unintelligence in the Tech Industry – Katy COOK

Zero To One - Notes On Start Ups, Or How To Build The Future - Thiel PETER

The Singularity Is Near: When Humans Transcend Biology, Ray KURZWEIL

Disrupted: My Misadventure in the Start-Up Bubble, Dan LYONS

Digital Resources:

- Wired Magazine: www.wired.com
- Tech Crunch: https://techcrunch.com/

- Singularity hub: https://singularityhub.com/
- Becoming an entrepreneur in Silicon Valley: www.youtube.com/watch?v=9boLWQi1-Vo
- Silicon Valley (HBO – trailer): https://www.youtube.com/watch?v=Vm4tx1O9GAc

TEACHING METHODS

Presentation / Pitch / Testimonies given by practitioners

WORK AND EVALUATIONS

Work requested:

(during courses 1 and 2): participation in class

(during courses 3 and 4): developing a hypothetical startup idea and pitching it to the class

(during course 5): simulation of projected presentations / workshops / Q&A / presentation polish

(during Course 6)

- Students - by groups of 5 - will discuss with the final Jury the following topics for a given industry:
  - Student 1: Vision of the disruptions to come (usage, technology, business models, etc.) and main takeaways.
  - Students 2, 3, 4 and 5: Analyze 4 tech companies (one by student), as business cases, through a methodology addressing: market, team, business model, long-term competitive advantage, and exit strategy.
  - All selected companies will be from Silicon Valley.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Case study as the final exam	*30’ Group*	*70%*
Start-up pitch / Active participation in class	*30’ Individual (pitch)* *All courses, continuous*	*30%*

BIOGRAPHY

Olivier YOUNES, PhD, is an HEC Affiliate Professor with a focus on entrepreneurship, private equity and venture capital.

He is the founding CEO of EXPEN (www.expen.com) a corporate finance boutique established in 2013. With a team of 10 consultants and 100+ industry experts worldwide, EXPEN advises 5+ deals per month in fund raising, M&A, due diligence and company’s valuation. Its recent track-record showcases a unique expertise in entrepreneurial finance and in innovation: EXPEN advised the financial rounds of the unicorn Deliveroo (on-demand delivery, 275MUSD), Heetch (private hire vehicles platform, 16,5M€), Vekia (machine learning, 12M€), Medday (multiple sclerosis treatment, 34M€). The company received the award of “Best International Tech Transactions Advisory of the Year" in 2017 and 2018 by the magazine Acquisition International (UK).

In parallel, Olivier is also a visiting professor at UC Berkeley in California (Entrepreneurship track), at Dauphine University (Master 225 Corporate Finance) and a mentor at Singularity University (Nasa Campus). He is often invited to give master classes in Silicon Valley, including at Singularity University, Plug and Play, Skydeck by Berkeley and French Tech Hub. He is being involved within the French Private Equity Association (AFIC) as a trainer and a member of the National Training Commission over the last years.

Olivier gained a 10-year experience in private equity investment, as a VC (18 SMEs financed, 15 exited of which 2 IPOs, cash-to-cash positive track-record) and as an emerging markets investor (several funds designed, raised, and managed for USD200M). His PhD thesis proposes a specific private equity approach to emerging markets - based on Silicon Valley venture capital best practices. Prior to joining the private equity arena, Olivier had a 5-year track in audit and corporate finance.

FINANCE & ECONOMICS

MODÉLISATION FINANCIERE : BUSINESS PLAN

Enseignant : **Alexis JOULIE**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	**2 fois au B1 et B2**	Français	25	Présentiel

Mots-clés :

FINANCE ENTREPRENEURSHIP ECONOMICS MODELLING

SYNOPSIS

Ce cours permet d'apprendre à créer un business plan pour une startup. Il permet de revoir les notions comptables vues en L3 afin de les appliquer concrètement sur Excel et d'en tirer des conclusions « business » pour un projet entrepreneurial. Le cours permet également de devenir beaucoup plus rapide sur Excel.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Via la construction de business plan, ce cours enseigne le maniement de concepts financiers et comptables sur Excel.

Les étudiants ayant suivi le cours sont globalement très satisfaits avec une note moyenne entre 4,5 et 5 depuis plusieurs années. Ils soulignent leurs montées en compétences très importantes grâce au côté pratique et au travail régulier significatif qu'implique cet électif.

Il s'adresse en priorité aux futurs créateurs d'entreprise (qui auront besoin de savoir construire un BP) et à ceux qui s'orientent vers la finance d'entreprise (consultants en finance d'entreprise, banquiers d'affaires, contrôleurs de gestion…) et qui passeront leurs premières années sur Excel.

Thèmes principaux :

Finance, Business Plan

Objectifs Pédagogiques :

- A l'issue du cours, l'étudiant sera en mesure, en quelques heures, de créer un business plan complet pour une startup
- Il sera également en mesure de comprendre réellement les états financiers d'entreprises
- Les étudiants maitriseront les liens entre les différents états financiers et seront 2 à 5 fois plus rapide sur Excel

Compétences développées :

Créer from scratch un Business Plan sur Excel, être plus à l'aise sur Excel

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

Le cours commence par enseigner les bonnes pratiques et les raccourcis indispensables. Il se poursuit avec la réalisation de 5 modèles financiers permettant d'aborder différents points de modélisation :

- Coûts des produits vendus ou achats et variation de stock - Salaires et charges sociales

- Investissements & amortissements

- Free cash-flow et évaluation du besoin de financement

- Dividendes

- TVA

- Financement par ligne de crédit ou emprunt long terme

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Révision et assimilation du dernier cours avant chaque séance.

Conception d'un business plan complet sur Excel : compte de résultat, cash-flow et bilan.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Test final : construction d'un modèle de manière autonome pendant le dernier cours	*Individuel*	*60%*
Travail personnel : correction ou construction de modèles	*Individuel*	*25%*
QCM régulier sur les points clés du dernier cours / Participation / Assiduité	*Individuel*	*15%*

BIOGRAPHIE

Alexis JOULIE : Je fais de la finance d’entreprise depuis 10 ans, et je suis entrepreneur depuis 8 ans. Je crée des modèles et des Business Plans pour mes clients tous jours. Ces modèles leur permettent notamment :

• De contacter des investisseurs pour aller lever des fonds

• De prévoir et rationaliser leur montée en puissance (Combien de personnes recruter ? Quand ? …)

Je suis un ancien élève HEC (Grande Ecole 2014), and j’enseigne à l’école depuis 2018.

HEC PARIS

INTRODUCTION AU CAPITAL INVESTISSEMENT (PRIVATE EQUITY)

Enseignants : **Samuel TOUBOUL et Guillaume LEFEBVRE**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	70	Présentiel

Mots-clés :

FINANCE ENTREPRENEURSHIP ECONOMICS

SYNOPSIS

Ce cours a l'ambition d'aborder l'ensemble des mécanismes du Private Equity (investissement en capital dans des entreprises non cotées), et de son environnement : marché du Private Equity et les différents intervenants, business model d'un fonds, les étapes d'une opération de Private Equity, valorisation d'entreprise, modèle LBO …

DESCRIPTION DETAILLEE

Prérequis :

Ce cours nécessite d'avoir certaines bases en finance d'entreprise (lecture d'un compte de résultat, d'un bilan, d'un Cash-Flow) ainsi que de savoir utiliser Excel.

Cependant, la plupart des fondamentaux de ces matières seront balayés pendant le cours

Présentation générale du cours (résumé) :

Ce cours introduit les fondamentaux du Private Equity (Fonds d'investissement en capital dans des entreprises non cotées), que ce soit dans le cadre d'un projet entrepreneurial (Fonds de Venture Capital), de croissance externe (Fusions & Acquisitions) ou de transmission d'entreprise (Fonds de LBO).

Les étudiants suivant ce cours pourront perfectionner les notions suivantes :

- Analyse d'un Business Plan (Analyse stratégique, ajustements financiers, …)

- Modélisation Financière (Valorisation d'Entreprise, modèle LBO, …)

- Structuration financière d'une acquisition (Levier financier, dette mezzanine, …)

- Mécanismes d'intéressement des managers (Stock-options, Management Package, …)

- Techniques de négociation et structuration juridique (Pacte d'associés, Gouvernance, …)

Ce cours d'adresse donc aussi bien aux étudiants voulant faire carrière dans un fond de Private Equity, dans une banque d'investissement, en finance d'entreprise, qu'aux futurs entrepreneurs cherchant à améliorer leur business plan et la structuration financière de leur projet entrepreneurial.

Enseigné par des professionnels, ce cours se veut très appliqué et permettra aux étudiants d'approfondir aussi bien la théorie que de nombreux cas pratiques.

Thèmes principaux :

Private Equity, Capital Investissement, M&A, Finance d'Entreprise

Objectifs Pédagogiques :

- Compréhension du marché du Private Equity et de son environnement
- Capacité à évaluer une opportunité d'investissement
- Acquérir les bases d'une opération de LBO

Compétences développées :

Valorisation d'entreprises, analyse financière, structuration d'opérations de capital investissement, fondamentaux de documentation juridique d'acquisition

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

Les 5 premières sessions seront consacrées aux étapes du processus d'investissement.

Session I : Introduction aux fonds de Private Equity

Session II : Valorisation d'entreprises et processus M&A

Session III : Structuration financière et dette d'acquisition

Session IV : Modélisation LBO (cas pratique)

Session V : Management package et documentation juridique

Session VI : Présentation des projets finaux devant un jury de professionnels

Chaque session permettra aux étudiants de découvrir une étape du processus d'investissement d'un fond de Private Equity, de la mettre en pratique et de discuter avec un professionnel d'un cas réel. Chaque session se décomposera donc ainsi :

2 heures de présentation théorique et de cas réels

1 heure avec un intervenant extérieur (Professionnel du Private Equity)

MATERIEL PEDAGOGIQUE

Ouvrages :

1. P. VERNIMMEN, P. QUIRY, Y. LEFUR, (2023). *Finance d'entreprise*. Dalloz

Ressources numériques :

https://privateequityclass.wixsite.com/onlinecourse

https://www.vernimmen.net/

METHODES PEDAGOGIQUES

Lors de la dernière session, les élèves présenteront un projet d'investissement préparé tout au long du cours devant un jury de professionnels qu'ils devront convaincre.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Projet final de groupe consistant à la présentation d'une opportunité d'investissement devant un jury d'experts

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Quiz en ligne	*Individuel*	*40%*
Projet final et présentation en groupe	*Groupe*	*40%*
Participation	*Individuel*	*20%*

BIOGRAPHIE

Samuel Touboul et Guillaume Lefebvre

ECONOMIC MODELING OF SOCIAL NETWORKS

Teacher: **Marie LACLAU**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

ECONOMICS

SYNOPSIS

This course aims at better understanding social networks via an economic approach based on incentives. Social networks prove to be crucial in many social and economic situations, for instance in the transmission of information about job opportunities, in the trade of many goods and services, in determining which products to buy, how to vote, in assessing which individuals are more powerful to bargain etc.

DETAILED DESCRIPTION

Prerequisites:

Prerequisites for this course include a penchant for logical reasoning and a basic understanding of game theory and microeconomics, with minimal mathematical requirements. The main concepts will be reintroduced gradually throughout the course.

Course overview (executive summary):

Social networks represent relationships among people/firms/etc, describing the social structure of interaction, cooperation, communication, or enforcement. They prove to be crucial in many social and economic situations, for instance in the transmission of information about job opportunities, in the trade of many goods and services, in determining which products to buy, how to vote, in assessing which individuals are more powerful to bargain etc. This course is designed to provide students with a better understanding of social networks. We start by modeling networks, then we study diffusion and learning in networked environments, games and interactions on networks, bargaining, network formation. Important applications include risk sharing and microfinance; job searching; the spread of information, and diseases; collusion; and local public goods.

Principal Items:

Economics

Pedagogical Objectives:

The objective of the class is to equip students with tools and insights to analyze social networks. We draw from several disciplines, including sociology, mathematics, physics, and computer science, but emphasize an economic approach based on incentives.

After the class, students will have a better understanding on how social network structures impact behavior, which network structures are likely to emerge in a society, and why we organize ourselves as we do.

Skills:

The student will be able to better apprehend the impact of social networks in many settings via an economic approach based on incentives.

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

The class will cover a broad aspect of subjects:

1. Introduction, background and fundamentals.
2. Diffusion on networks
3. Learning
4. Bargaining
5. Games on networks
6. Strategic network formation

TEACHING MATERIALS

Books:

Sanjeev GOYAL. Connections: An introduction to the economics of networks. Princeton, NJ: Princeton University Press, 2007.

Matthew O. JACKSON. Social and economic networks. Princeton, NJ: Princeton University Press, 2008.

Matthew O. JACKSON. The human network: how your social position determines your power, beliefs, and behaviors, 2019.

David EASLEY & Jon KLEINBERG. Networks, crowds, and markets. Cambridge, UK: Cambridge University Press, 2010

Digital Resources:

N/A

TEACHING METHODS

Exercises sessions will be organized in class

WORK AND EVALUATIONS

Work requested:

Exercises will be prepared before classes

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Midterm exam	*Individual*	*40%*
Final exam	*Individual*	*40%*
Participation	*Individual*	*20%*

BIOGRAPHY

Marie Laclau is a CNRS researcher and associate professor at HEC. She earns a PhD from HEC in 2012 for which she was awarded the prize of the best thesis in Economics from the Association Française de Sciences Economiques. She then conducted post-doctoral research and taught at Yale University (Cowles Foundation) before joining Paris School of Economics then HEC. Her research interests are about game theory, and more particularly about the strategic use of information and communication, repeated games and networks.

FINANCIAL MARKETS AND CRISES: WHAT CAN WE LEARN FROM HISTORY?

Teacher: **Guillaume VUILLEMEY**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

FINANCE ECONOMICS LAW POLICY

SYNOPSIS

This course provides an historical overview of the main innovations that shaped modern financial markets: stocks and bonds, limited liability and the corporate form, money and banking, etc. It studies how each financial innovation solved contracting problems (moral hazard, adverse selection), while often creating new challenges, as evidenced by crises, social unrest, and subsequent regulation.

DETAILED DESCRIPTION

Prerequisites:

Not applicable.

Course overview (executive summary):

This course provides an historical overview of the main innovations that shaped modern financial markets: stocks and bonds, limited liability and the corporate form, money and banking, etc. It studies how each financial innovation solved contracting problems (moral hazard, adverse selection), while often creating new challenges, as evidenced by crises, social unrest, and subsequent regulation. The course is structured around key topics that span several centuries of history until today. What are the causes and consequences of the financialization of wealth? Have savings gluts always existed? Which features make securities tradable or illiquid? Why are financial crises recurrent, and are there common causes to financial bubbles? Is the rise of big business inevitable?

Principal Items:

Finance, History, Crises, Regulation, Money, Banks, Markets

Pedagogical Objectives:

At the end of the course, the students will be able to have a deeper and more critical view about present-day financial markets. They will understand why financial markets, financial institutions and financial instruments exists, and how their development created both winners and losers. They will be able to draw some tentative lessons from history – especially the history of major financial crises – and to use history to interpret current financial issues (the savings glut, the low interest rate environment, the boom of alternative asset classes, etc.).

Back to summary

Skills:

The students will be able to show more in-depth understanding of financial issues. Understanding where present-day financial instruments and financial institutions come from, and the crises they have been through in the past, can help them foresee how fragile these institutions can be in the future. It can also help them better understand the role played by specific regulations (such as accounting standards or banking regulations) or by specific public entities (such as central banks).

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

Session 1: **The ascent of financial wealth**. This session will document key forces that are pervasive throughout modern history: the financialization of wealth (i.e., the shift from a wealth which was purely nonfinancial to one which is predominantly financial), and the correlative "securitization" of many assets which were traditionally illiquid and non-tradable. It will document the cultural background (notably the rise of individualism) that was needed for financialization to take place as well as the key contracting frictions (notably moral hazard and adverse selection) that needed to be overcome. Some important concepts that span the entire financial history, such as "savings gluts", or the tension between "civil law" and "merchant law" will also be introduced.

Session 2: **Financing long-distance trade**. Long-distance trade requires overcoming financial frictions that are less severe in closely trade. It also often requires anonymous trading and formal contracts in lieu of informal interactions and institutions. This session will show that a large number of financial innovations in history (from insurance to stock markets and limited liability) are born to satisfy the need of maritime traders. It will also show how the opening of the high seas, and its exploitation by traders and financiers, created a tension between private interests and the common good, that shaped the face of globalization until today.

Session 3: **Financing central governments**. Beyond long-distance trade, another force that shaped the rise of liquid and anonymous financial markets is the rise of modern states. In many exchanges, securities trading on exchanges started with the issuance of government bonds. Some of the first financial crises are also associated with the desire to market markets for central government debt more liquid.

Session 4: **Money and banking**. A key aspect of the rise of financial wealth is the rise of monetary economies, where banks, financial intermediaries and central banks play an increasing role. This session will introduce key topics in the history of banking: notably commodity standards, fractional-reserve banking, etc.

Session 5: **Bubbles and crashes**. Bubbles are crashes are pervasive phenomena throughout the centuries. This session will study a few of these bubble events and discuss some common features. It will also show the role that bubbles play in shaping wealth and regulation in the long-term.

Session 6: **Limited liability, the corporate form, and the rise of "big business"**. A key feature of the modern world is the existence of large-scale corporations that can be as powerful or more powerful than states. This session will trade their history and consequences: the emergence of liability and of the corporate form, the rise of "big business" and "robber barons" in the 19th century, the populist and progressive reactions to "big business", etc. It will also discuss the historical debates that took place around the "social responsibility" of large-scale corporations.

TEACHING MATERIALS

All course material will be provided in class

Books:

A detailed bibliography will be provided in class, with some required readings.

Digital Resources:

N/A

TEACHING METHODS

The course will consist mostly of lectures, together with some detailed case studies

WORK AND EVALUATIONS

Work requested:

The evaluation of this course will be based on an in-class final exam

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
In class final exam	*1h*	*100%*

BIOGRAPHY

Guillaume Vuillemey is associate professor of Finance at HEC Paris. He received a PhD in eco-nomics from HEC Paris.

He teaches corporate finance in various programs at HEC Paris: MBA, Executive MSc in Finance, PhD program, Grande Ecole, Master in Economics, and the PhD program.

His research in banking, corporate finance, financial regulation and economic history has been published in the world's leading academic journals in finance.

INNOVATION AND DIGITALIZATION IN FINANCE (LEVEL 1)

Teacher: **Nizar SAADANE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

INNOVATION FINANCE DATA ECONOMICS MANAGEMENT

SYNOPSIS

This course explores the digital transformation of finance and its impact on various areas, including corporate finance, market finance, trade finance, and financial services. It covers blockchain technology, big data, HFT, RPA and other disruptive technologies.

DETAILED DESCRIPTION

Prerequisites:

Basics of finance

Course overview:

The course provides parallels between the digitalization, innovation and transformation in finance. Students will get wide understanding and knowledge of blockchain technology, big data, Iot (Internet of things), AI (Artificial intelligence), H.F.T (high frequency trading) and will show all these technologies will transform the different types of finance.

The students will learn how to explore the effects and impacts of the latest disruptive technologies on corporate finance, market finance, trade finance, participative finance and financial services.

Students will know how the digitalization and innovation will review/change different work process in the field of finance.

Principal Items:

Finance, Innovation and crypto world

Pedagogical Objectives:

The course has the following specific objectives:

Learn why finance transformation is important in the increasingly digitalized world.

Being able to articulate what great finance transformation is.

Understanding the digital transformation benefits and how to realize them.

Understand the Blockchain technology and its contribution in the finance transformation

Understand the Ethereum & Smart Contracts

Get familiar with initial coin offering and the tokenization process

Learn the new digital finance tools “data lake, predictive analysis, RPA, machine learning”

Understand the high frequency trading “H.F.T”

The future of blockchain technology, AI and IoT in finance

This course is advised for mainly Finance Major, the other majors are welcome to attend

Skills:

- Be able to use the blockchain technology in different field of finance
- Understand and use the robotic process automation in finance
- Use the latest disruptive technology in finance

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course consists of 7 parts:

- Part 1: Introduction “Innovation & digitalization in Finance”
- Part 2: The Blockchain technology: The crypto world “past and present”
- Part 3: The Ethereum blockchain & the smart contracts
- Part 4: The Initial Coin Offering & the Tokenization Generation Event
- Part 5: The Blockchain major use cases in finance and the blockchain technology evolution
- Part 6: The Finance new digital tools: The data lake, the predictive analysis, the robotic process automation, l'AI and the machine learning in finance.
- Part 7: The High Frequency Trading

TEACHING MATERIALS

Books:

CATALINI, Christian. 2017. “How Blockchain Applications Will Move Beyond Finance.” Harvard Business Review

Digital Resources:

N/A

TEACHING METHODS

This course is based on theory, practical cases and concrete examples, combined with technical knowledge.

The practical cases will be based on multiple real cases

The teaching method facilitates interactivity between the participants and the lecturer

Materials will be given at the beginning of the course to each participant

WORK AND EVALUATIONS

Work requested:

Read the material provided after each class

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Assignments and participation	*Individual*	*40%*
Final Exam	*Individual*	*60%*

BIOGRAPHY

Nizar SAADANE

HEC PARIS

BEHAVIORAL ECONOMICS

Teacher: **Brian HILL, professor, HEC Paris & Directeur de Recherche, CNRS**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	40	In-person

Keywords:

ECONOMICS POLICY BEHAVIORAL SCIENCE

SYNOPSIS

Behavioral economics uses methods and insights from psychology in order to better understand the way people make decisions. The course proposes an overview of its main findings and notions, as well as the skills required to use them properly to critically assess behavior. It thus provides a toolbox for analyzing an economic or social question from a behavioral perspective and developing behavioral responses.

DETAILED DESCRIPTION

Prerequisites:

Not applicable. Minimal comfort with basic mathematics (basic algebra, probabilities) assumed.

Course overview (executive summary):

Behavioral economics uses methods and insights from psychology in order to better understand the way people make decisions. Its aim is twofold. The first is to document how people depart from standard models of rationality, and in particular the systematic errors that people make: the biases. The second is to develop descriptive models of human decision making, which can inform methods for improving decisions (by yourself or others).

This approach covers all the main domains of individual and social decision making and offers new tools to understand and influence how people make decisions. Therefore, aside from academic research, behavioral economics has seen increasingly popular applications in finance, marketing and public policy.

The course proposes an overview of the main results from and notions in behavioral economics. It also introduces the experimental methods used to study behavior. The focus is on understanding the tools and concepts developed in behavioral economics, and acquiring the skills needed to properly apply them. It aims at providing a toolbox for analyzing an economic question from a behavioral perspective and developing behavioral responses. In sum, this is a course in critical thinking about judgement and decision making.

Principal Items:

Economics and Behavioral Economics, Decision and decision biases, Behavioral Public Policy

Pedagogical Objectives and Skills:

- Recognizing, properly identifying, diagnosing and reacting to main decision biases and behavioral factors.

- Understanding of how to distinguish and test decision biases, as well as policies for mitigating them.

Course organization and content:

6 sessions of 3 hours, once per week during one bimester.

Content will include:

- Overview of the main results and concepts of behavioral economics, in the field of individual decisions and social preferences.
- Presentation of the methods used to measure decision biases and test behavioral models.
- Presentation of tools for the development and evaluation of behavioral solutions to economic problems (Nudges).
- The course will be based on field or lab experiments, as well as examples in the fields of marketing, finance and public policies.
- Focus will be on mastering the central notions and findings of behavioral economics and recognizing their applications in a range of fields.

TEACHING MATERIALS

Books:

Provided in class. Indicative texts include:

- Thinking Fast & Slow, D. KAHNEMAN, MacMillan, 2011.
- Nudge, C. SUNSTEIN & R. THALER, Yale UP, 2008.
- Predictably Irrational, D. ARIELY, Harper Collins, 2008.

Digital Resources:

N/A

TEACHING METHODS

Presentation by instructor with class discussion. Students are expected to read ahead of class if requested, and to prepare, individually or in groups, presentations or exercises. In-class group discussions and quizzes may be used.

WORK AND EVALUATIONS

Work requested:

There will be several "small" assignments, and one larger one at the end of the course. Most of the final grade will evaluate the quality of course preparation through assignments.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Course assignments	*Individual & Group*	*90%*
Participation	*Individual*	*10%*

BIOGRAPHY

See www.hec.fr/hill

UNE INITIATION AU METIER D'INVESTISSEUR EN PRIVATE EQUITY (ou « CAPITAL INVESTISSEMENT »)

Enseignants : **Guillaume BOURCIER (HEC 2000), Laurence DESMAZIERES (HEC 2015), Mylène BOCHE-ROBINET, Sacha GASY, Orphée GROSJEAN**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

FINANCE STRATEGY LAW SUSTAINABILITY PRIVATE EQUITY INVESTISSEMENT DUE DILIGENCE

SYNOPSIS

Ce cours interactif et pragmatique vous permettra de vous familiariser avec l'industrie du Private Equity, les compétences qu'elle requiert, ses enjeux et d'acquérir des premiers réflexes de « bon investisseur ». Le cours s'appuie sur l'expérience d'intervenants de haut niveau du monde de l'entreprise (investisseurs, avocats, entrepreneurs…).

DESCRIPTION DETAILLEE

Prérequis :

Qualités requises : esprit critique, structuré, curieux et participatif avec un intérêt naissant pour la négociation, l'industrie et le métier d'investisseur en Private Equity. Un peu de « business sense » et quelques bases en finance et comptabilité pourront également être utiles.

Présentation générale du cours (résumé) :

Le Private Equity consiste à investir dans le capital de sociétés non cotées à différents stades de leur développement en bénéficiant de plusieurs effets de levier (de gouvernance, financier, fiscal…). Il se distingue du public equity ou PIPE (private investment in public equity) qui désigne l'investissement dans des sociétés cotées en Bourse.

L'objectif du Private Equity est de développer les entreprises dans lesquelles il investit afin de dégager des plus-values significatives au moment de leur cession en général 3 à 5 ans plus tard. Les fonds de private equity permettent de recueillir les fonds d'investisseurs, institutionnels et particuliers, et de les déployer progressivement en acquérant des sociétés jugées à fort potentiel de création de valeur. Les fonds d'investissement aident également les entreprises en leur apportant leurs expertises et leurs réseaux.

Le Private Equity est un métier passionnant faisant appel à une grande palette de « hard et soft skills » de l'origination d'un deal à l'exit, en passant par les étapes clés de due diligence, de structuration d'une opération, de négociation, de closing, d'accompagnement d'une entreprise en portefeuille. Les enjeux adressés par le Private Equity dans le monde sont devenus massifs : plusieurs centaines de milliard d'euros d'actifs sous gestion.

Ce cours interactif et pragmatique vous permettra de vous familiariser avec l'industrie du Private Equity, les compétences qu'elle requiert, ses enjeux et d'acquérir des premiers réflexes de « bon investisseur ». Le cours s'appuie sur l'expérience et le savoir d'intervenants de haut niveau du monde de l'entreprise (investisseurs, avocats, entrepreneurs…).

Nos objectifs seront avant tout de susciter chez les étudiants des vocations d'investisseur en Private Equity, de leur transmettre des bases et une culture générale solide sur l'industrie du Private Equity ainsi que des premiers réflexes de « bon investisseur ».

Le cours permettra l'acquisition d'un éventail de compétences clés pour le métier d'investisseur :

- Esprit critique sur l'évaluation de la qualité d'une cible d'investissement
- Maîtrise des grandes étapes d'un process d'investissement de l'origination à l'exit
- Evaluation de la qualité d'une cible d'investissement / travaux de due diligence (i.e. audits business, finance, juridique) et des risques associés
- Compréhension des principaux leviers / « frameworks » permettant de réaliser de bons investissements dans différents contextes (situation in bonis vs. « distressed », investissement dans une entreprise, investissement immobilier, investissement ESG etc.)
- Connaissance des différents métiers et des compétences nécessaires dans un fonds d'investissement, ainsi que des opportunités de carrière au sens large dans l'industrie du Private Equity

Thèmes principaux :

- Private Equity
- Evaluation de la qualité d'une cible d'investissement / travaux de due diligence (i.e. audits business, finance, juridique) et évaluation des risques
- Situation d'investissement in bonis vs. « distressed »
- Evaluation, valorisation et structuration d'un bon investissement ; Modèle LBO (Leveraged Buy Out)
- Rôle du conseil juridique dans un investissement
- Investissement immobilier & ESG

Objectifs Pédagogiques :

- Susciter des vocations d'investisseur en Private Equity
- Acquérir une culture générale solide sur l'industrie du Private Equity
- Acquérir des premiers réflexes de « bon investisseur »

Compétences développées :

- Esprit critique sur l'évaluation de la qualité d'une cible d'investissement
- Maîtrise des grandes étapes d'un process d'investissement de l'origination à l'exit

- Evaluation de la qualité d'une cible d'investissement / travaux de due diligence (i.e. audits business, finance, juridique) et des risques associés
- Compréhension des principaux leviers / « frameworks » permettant de réaliser de bons investissements dans différents contextes (situation in bonis vs. « distressed », investissement dans une entreprise, investissement immobilier, investissement ESG etc.)
- Connaissance des différents métiers et des compétences nécessaires dans un fonds d'investissement, ainsi que des opportunités de carrière au sens large dans l'industrie du Private Equity

Organisation du cours – plan détaillé :

6 séances de 3h (en général : 1h30 de cours + 1h30 d'études de cas) :

Séance 1 : Introduction au Private Equity (Capital Investissement)

Intervenant : Guillaume Bourcier, Hivest Capital Partners

Séance 2 : Evaluer la qualité d'une cible d'investissement

- Investissement in bonis (1h30) - Intervenant : Guillaume Bourcier, Hivest Capital Partners

- Investissement « distressed » (1h30) – Intervenante : Mylène Boché-Robinet, Avocate associée, Boché Dobelle

Séance 3 : Valoriser et structurer un investissement

Intervenants : Sacha Gasy & Guillaume Bourcier, Hivest Capital Partners

Séance 4 : Rôle(s) du conseil juridique dans un deal de Private Equity : que négocier et comment le négocier

Intervenants = Orphée Grosjean, Partner @ Darrois Villey Maillot Brochier ; Guillaume Bourcier, Hivest Capital Partners

Séance 5 : Investir dans la décarbonation de l'économie avec le private equity immobilier

Intervenants : Laurence Desmazières (HEC), Managing Partner @ Icawood ; Guillaume Bourcier, Hivest Capital Partners

Séance 6 : Exposé de fin de cours en petits groupes

Intervenants : Guillaume Bourcier, Hivest Capital Partners + 2 autres intervenants du cours

MATERIEL PEDAGOGIQUE

Ouvrages :

LBO: Montages à effet de levier - Private Equity, Philippe THOMAS, éditions Revue Banque

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

- Intervenants pluridisciplinaires du monde de l'investissement (investisseurs, entrepreneurs, avocats)
- Supports du cours : présentations, études de cas, exercice calculatoire, vidéo

HEC PARIS

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Le cours requiert une participation active pendant chaque session et parfois la lecture de documents en amont ainsi que la préparation de cas

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation (présence en cours + qualité de la participation)	*Individuel*	*40%*
Exposé de fin de cours (cas ou projet) au cours de la séance #6	*Groupe de 3 à 5 étudiants*	*60%*

Précisions complémentaires :

Sur l'exposé de fin de cours :

- 3 à 5 étudiants max. par groupe selon le nombre d'étudiants dans la classe
- Sujet de l'exposé en lien avec les thématiques couvertes par le cours et à faire valider par le professeur à l'issue de la séance #3
- Evaluation sur la base de i) une présentation orale de synthèse au cours de la séance #6 (10 minutes de présentation + 5/10 minutes de questions de la classe), et ii), un rapport écrit (format PowerPoint) à remettre à la fin du cours

BIOGRAPHIE

Guillaume Bourcier, Investisseur et Head of Deal origination @ Hivest Capital Partners (fonds d'investissement en capital avec c. 700M€ d'actifs sous gestion)

- Formation académique: HEC 2000, MBA Wharton 2008
- Expériences professionnelles : Guillaume a rejoint le fonds d'investissement Hivest Capital Partners en 2019 où il coordonne aujourd'hui l'effort d'origination de nouveaux investissements en Europe et participe à leur exécution. Guillaume a débuté sa carrière au sein du Groupe Pechiney en tant qu'auditeur interne en Amérique du Nord puis contrôleur de gestion industriel au Brésil. Il a ensuite travaillé comme consultant en stratégie pendant près de 10 ans au sein des bureaux parisien et de Dubaï de Bain & Company, puis en retournement / amélioration de performance opérationnelle chez AlixPartners. A partir de 2014, Guillaume a été dirigeant co-fondateur de la société Chorus, une web agency spécialisée en accompagnement de transformation digitale.

Laurence Desmazieres, Managing Partner @ Icawood (fonds de private equity real estate, c. 1Mds€ d'equity sous gestion)

- Formation académique : HEC 2015 (Grande Ecole, et majeure HEC Entrepreneurs)
- Expériences professionnelles : Laurence rejoint Guillaume Poitrinal et Alexandre Aquien, cofondateurs d'ICAMAP (société de gestion de private equity immobilier), en 2018 pour lancer les activités françaises d'ICAMAP et monter le fonds de private equity real estate ICAWOOD, spécialisé dans le développement et la restructuration d'immobilier bas carbone, notamment en bois massif. Laurence est Managing Partner du fonds ICAWOOD et

dirige les activités françaises d'ICAMAP. ICAWOOD représente aujourd'hui 350 000 m² de projets immobiliers ultra bas carbone et basse consommation. Avant de rejoindre ICAMAP, Laurence a commencé sa carrière chez Morgan Stanley, en equity capital markets. Pilote du groupe de travail du Urban Land Institute sur la décarbonation de l'immobilier en France, Laurence a été distinguée par le classement Choiseul Ville de Demain qui identifie les 200 jeunes leaders français de moins de 40 ans qui inventent la ville du futur.

Sacha Gasy, Entrepreneur et Senior Associate @ Hivest Capital Partners

- Formation académique : Université Paris Dauphine – Master en Finance d'Entreprise
- Expériences professionnelles : Sacha a rejoint le fonds d'investissement Hivest Capital à sa création en 2018 après une première expérience en conseil en M&A chez Degroof Petercam. Sacha a réalisé plus de 10 opérations chez Hivest Capital et a accompagné le fonds dans son développement (de 100M€ à plus de 700M€ d'actifs sous gestion et de 5 à 25 collaborateurs). Depuis 2024, Sacha mène des projets entrepreneuriaux en parallèle de son activité chez Hivest Capital.

Mylène Boché-Robinet, Avocate Associée Fondatrice du cabinet Boché Dobelle

- Formation académique : Sciences Po Paris, Université Robert Schuman Strasbourg (DESS) et Ecole de Formation du Barreau de Paris
- Expériences professionnelles : Après avoir travaillé pendant près de 10 ans au sein de l'équipe Restructuring & Insolvency du cabinet Clifford Chance, puis du cabinet August Debouzy, Mylène Boché-Robinet cofonde en 2019 le cabinet Boché Dobelle, cabinet de niche reconnu pour son expertise en droit des entreprises en difficulté. Elle assiste les sociétés françaises et étrangères dans le cadre de procédures de restructuration et d'insolvabilité, ainsi que les créanciers, les investisseurs et les mandataires de justice. Elle a développé une expertise spécifique en matière de procédures transfrontalières, notamment franco-allemandes. Elle enseigne le droit de la faillite internationale à l'Université Jean Moulin Lyon III. Mylène est membre de l'International Insolvency Institute depuis 2012, membre du bureau de TMA France, membre de l'ARE et présidente et cofondatrice de Women In Restructuring.

Orphée Grosjean, Avocat Associé @ Darrois Villey Maillot Brochier

- Formation académique : Henri IV, ESCP Europe, Université Jean Moulin Lyon III
- Expériences professionnelles : Avocat depuis 2012, Orphée Grosjean est associé au sein du cabinet Darrois Villey Maillot Brochier. Il conseille une clientèle d'entreprises, de familles et fonds d'investissement sur différents types de transaction (OPA, fusions acquisitions, LBO…) et les contentieux qui y sont liés. Il a développé une pratique particulière en matière de conseils aux institutions financières (Crédit Agricole, Rothschild&Co, La Banque Postale, Malakoff Humanis…). Membre du Comité Dalloz Lefebvre consacré à la profession d'avocat et fellow de l'Institute for corporate governance, Orphée enseigne également le droit de la régulation bancaire et financière à Sciences Po Paris.

VALUATION OF FINANCIAL INSTITUTIONS

Teacher: **Olivier LEVYNE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

FINANCE ECONOMICS STRATEGY

SYNOPSIS

Financial institutions face solvency constraints to protect their clients' cash and to prevent systemic crises. These constraints are included in the valuation process and in the analysis of M&A deals when banks and / or insurance companies are involved. These topics, combined with the analysis of banks and insurance companies' accounts, are at the very heart of this course.

DETAILED DESCRIPTION

Prerequisites:

There is no specific requisite for this course, beyond mandatory courses in Licence 3 program.

Course overview (executive summary):

This course enables to understand the accounts of financial institutions. In that context, after reminding the various businesses inside a bank and an insurance company, the course presents the few specificities of their balance sheet and their income statement compared to corporate entities.

It also presents their solvency constraints in the Basel 4 and Solvency 2 backgrounds, respectively for banks and insurance companies.

Then, the course proposes a deep dive into the valuation process of financial institutions, before dealing with the structuring of a M&A transaction involving banks and/or insurance companies

Principal Items:

Banks, insurance companies, valuation, M&A

Pedagogical Objectives

At the end of the course, the student will be able to

1. Analyze accounts of financial institutions.
2. Value a bank
3. Value an insurance company.

4. Analyze the financial and solvency consequences of a M&A deal involving banks and /or insurance companies

Skills:

In a professional situation, the student will be able to:

1. Propose a multicriteria valuation analysis of a bank
2. Propose a multicriteria valuation analysis of an insurance company
3. Pitch a financial company to get a mandate for a M&A deal.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Accounts of a financial institution and solvency constraints

Session 2: Intrinsic valuation of a bank based on a DDM

Session 3: Valuation of a bank based on peers

Session 4: Intrinsic valuation of an insurance company based on a DDM

Session 5: Valuation of an insurance company based on peers

Session 6: Analysis of a M&A deal when the buyer and the target are financial institutions

TEACHING MATERIALS

Handouts provided by the Professor for each course.

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Didactic courses

Case studies based on real situations.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Case study as the final exam	*1h30 individual*	*80%*
Attendance and involvement		*20%*

BIOGRAPHY

Olivier Levyne has been teaching at HEC since 2007 and has held the position of Affiliate Professor from 2013 to 2023. He has joined the Education Track Faculty, as an Associate Professor within the Accounting and Control department, in 2024.

He has more than 30 years of experience in Investment Banking, initially in the Mergers and Acquisitions field, then as a Managing Director at CACIB, in charge or M&A and ECM operations within the financial institutions sector.

His teaching primarily revolves around corporate valuation, the market for control, Leveraged Buyouts (LBOs), financial accounting, financial and real options. He is responsible for teaching modules in the AFM, MEF, and CEMS programs.

He is also a regular contributor to Forbes.

Olivier holds a degree from ESCP, a Doctorate in Economic Sciences and an Habilitation to Supervise Research (HDR) in Management Science; he has also been Qualified as a University Professor. He is an Officer of the Academic Palms.

INSIGHTS INTO VALUATION

Teacher: **Didier SAINTOT**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

FINANCE STRATEGY ECONOMICS

SYNOPSIS

This finance course explores the main corporate valuation methodologies and their application to the professional world. The objective of the course is to provide students with robust analytical framework on corporate valuation required for summer analysts / gap year positions in corporate finance particularly in investment banking and/or investment managers / hedge funds.

DETAILED DESCRIPTION

Prerequisites:

Financial accounting mandatory and M1 « Finance d'entreprise » course useful.

Course overview (executive summary):

The course provides students with insights into "real life" corporate valuation issues. It is based on the combination of solid academic background and pragmatic approach of a 20+year experienced HEC MIF alumni.

Valuation is at the heart of many financial decisions (M&A, partnerships, investments, divestitures, capital allocation, …). The course will present the framework and tools to undertake an accurate corporate valuation and avoid typical pitfalls and inconsistencies.

The course is based on a combination of teacher presentation, case studies inspired by real situations prepared before the class or in class. It is open to students with strong interest in corporate finance in view of their forthcoming gap year / internships.

Principal Items:

Corporate Finance, valuation, financial analysis and forecasts, discount rates and internal rates of returns, DCF, Multiples, investing in foreign countries, intangibles valuation

Pedagogical Objectives:

The objective of the course is to provide students with analytical tools and skills on corporate valuation. It will bring foundations to students on:

- Implementing a financial analysis that will pave the way for an accurate valuation analysis

- Identifying the technical issues when analyzing an enterprise value (incl. complex items in the balance sheet such as convertibles / structured bonds, dilutive instruments, differed taxes, NCIs, …)
- Mastering the main advantages and pitfalls of generally accepted valuation methodologies
- Undertaking accurate corporate valuations (i.e. avoid inconsistencies)
- Discovering principles of:
  - Valuation of intangible assets
  - Investing in foreign countries

The ultimate objective of the course is to provide students hindsight on "textbooks valuations" and perform outstandingly during their gap year / internship and all over their career.

Skills:

After the course, students will be able to perform valuation work expected by investment banks / asset managers / PE funds. This will include:

- Understand the complex value-related items in financial statements
- Gain time and undertake accurate valuation of companies and intangible assets using a broad range of methodologies
- Get insights on the pros/cons of each valuation methodology
- Assess the value of foreign companies / investments as well as intangible assets

Course organization - detailed outline:

6 sessions of 3 hours, once a week during one bimester

- **Session 1**
  - Introduction to the course (Teacher presentation)
  - Financial performance and forecasting: the foundations of value (Case Study and Group discussion)
- **Session 2**
  - From balance sheet to enterprise value: "all items matter" (Teacher presentation and group discussion)
  - Share price analysis methodologies (Teacher presentation and case study)
- **Session 3:** Case Study and Group discussion
  - Practical application: deep-dive into the financial statements of a listed company
- **Session 4:** Teacher presentation (incl. Excel live examples) and short case studies
  - Different type of DCF and dividend discount simulations (& associated pitfalls)
  - Cost of capital vs. Internal Rates of Return

- **Session 5:** Teacher presentation and short case studies
    - Different types of multiples methodologies (& associated pitfalls)
- **Session 6:** Teacher presentation and short case studies
    - Valuation (and investing) in foreign countries: good practices
    - Intangibles valuation: the value of brands / patents & technologies / customer relationships

Course wrap-up and tips for the exam

TEACHING MATERIALS

The course does not follow specific book but recommended lectures and resources are suggested for students interested in valuation (see below).

Books:

- Valuation - Measuring and Managing the Value of Companies, 7th Edition McKinsey, (Wiley Finance)
- The Dark Side of Valuation, 3rd Edition (2018), Damodaran, (Pearson)

Digital Resources:

Lots of digital resources are available. Interesting materials / thinking / data available on the following links:

https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/mckinsey-on-finance

http://pages.stern.nyu.edu/~adamodar/

TEACHING METHODS

The course is based on a combination of theory refreshers, practical discussions and cases and share of experience on real-life examples.

A slide deck will be made available to students prior to each class and practical cases as well as supporting data / articles will be uploaded to Blackboard.

WORK AND EVALUATIONS

Work requested:

Individual and group assignments in class.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Active Participation in class (group discussion and presentations)	*N/A*	*30%*
MCQ Final Exam (Blackboard)	*1 hour*	*70%*

BIOGRAPHY

Didier Saintot has a 20-year experience in the corporate finance arena (financial opinions / valuations, financial restructuring, M&A). He currently leads KPMG Corporate Finance valuation practice in Europe, Middle-East and Africa and is based in Paris, France. Prior to joining KPMG in 2012, Didier was a Vice President at Houlihan Lokey, an international investment bank, in charge of the French market coverage.

Didier has been involved in several premier financial transactions in connection with listed companies providing financial opinions in cross-boarder public tender offers and premier financial restructurings. Didier deals with a range of valuations in other M&A, joint ventures and dispute contexts.

He is regularly involved in workshops of the French Appraiser Society (SFEV), the French Accountants Association (OEC) and the French auditor association (CNCC) on fair value measurements and is a member of APDC, a French association of accounting & controlling professionals

Didier is lecturer at HEC Paris Master in International Finance since 2008. He has also been lecturer at Université Paris-Dauphine and Université Paris-Saclay.

Didier Saintot | LinkedIn.

AI & TECHNOLOGY

COINS AND TOKENS: TECHNIQUES, REGULATORY, ACCOUNTING AND TAXATION

Teacher: **Nizar SAADANE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

FINANCE INNOVATION MANAGEMENT ECONOMICS POLICY

SYNOPSIS

The course covers the origin, usefulness, and regulation of coins and tokens, as well as their legal, accounting, and tax aspects. The course consists of six parts, including an introduction to the digital disruption in finance and an overview of blockchain and crypto

DETAILED DESCRIPTION

Prerequisites:

Basics of Finance

Course overview:

This course will allow students to better understand the origin, usefulness and the different uses of coins and tokens.

The students will become familiar with legal, regulary, accounting and tax aspects of coins and tokens.

This course is mainly advised for Finance Major students, the other majors are welcome to attend.

Principal Items:

Accounting, Finance, Innovation and Crypto

Pedagogical Objectives:

Learn how and why the blockchain is a disrupting technology

Understand the origin of coins and tokens

Learn the different regulations across the world

Understand crypto accounting

Understand the coins and tokens taxation

Skills:

Be able to analyze the financial statements of companies that invest or issue crypto or tokens.

Understanding the tax impact of crypto and tokens

Understand crypto regulation in at least ten different countries

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course consists of six parts:

- Part 1: Introduction "The digital disruption in finance: The coin and the token"
- Part 2: Blockchain and Crypto
- Part 3: Regulation in France and abroad
- Part 4: Coin & Token processing in the Issuer Accounting
- Part 5: Coin & Token processing in the investor Accounting
- Part 6: Coin & Token taxation

TEACHING MATERIALS

Books:

CATALINI, Christian. 2017. "How Blockchain Applications Will Move Beyond Finance." Harvard Business Review.

Blockchain Revolution: How the Technology Behind Bitcoin Is Changing Money, Business, and the World de Don TAPSCOTT et Alex TAPSCOTT

Pacte Law

Blockchain Regulation and Governance in Europe by Michèle FINCK

US, UK, France and other countries legislation

Digital Resources:

N/A

TEACHING METHODS

This course is based on theory, practical cases, concrete examples and regulations, combined with technical knowledge.

The teaching method facilitates interactivity between the participants and the lecturer

Materials will be given at the beginning of the course to each participant.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Assignments & participation	*Individual*	*40%*
Final Exam	*Individual*	*60%*

BIOGRAPHY

Nizar SAADANE

HEC PARIS

BLOCKCHAINS UNCHAINED

Teacher: **Christophe DEBONNEUIL**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

INNOVATION FINANCE ORGANIZATION LAW

SYNOPSIS

Blockchain is the technology behind Bitcoin. Beyond enabling money transfers without banks, it signs the arrival of the Internet of Value, as the current internet is an Internet of Information. It is now possible to manage scarcity through blockchain technologies. Blockchain brings also by design the possibility to provide an immutable distributed ledger that can be used to certify critical information. Finally, “smart contracts” enable the automation of processes and give birth to important gains of efficiency. Now entering a phase of relative maturity, blockchain technologies are starting to run in production environments and have the power to bring disruptive solutions in finance (DeFi), identity management (Self Sovereign Identity), to give mature tools to states building their own digital currency (Central Banks Digital Currencies) as well as understanding the power of the tokenization of real world assets (RWA).

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Blockchain technologies were born in 2008 with Bitcoin. It started with a lot of speculation with crypto money and later with NFTs. We want to show in this course that Blockchain technologies can be put at the service of real life problems whether in the finance industry (DeFi), in the field of private data management (Self-Sovereign Identity), in helping states to provide digital cash to citizens (CBDCs) as well as to leverage the potential of putting digital twins of real assets on the blockchains (Real World Asset Management).

Principal Items:

Web3, Innovation, Blockchain, Bitcoin

Pedagogical Objectives:

- Increase students’ awareness on blockchains and give them an interest for the news covering the field
- Insist on the use cases based on this technology
- Give the habit to think in terms of opportunities but also in terms of risks when it comes to blockchain technologies.

Skills:

- Being able to identify the tokenomics of a blockchain project
- Identifying in which situation blockchain technologies can bring a specific advantage and in which situation centralized architectures have a better fit.
- Being comfortable with Blockchain terminology.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester.

Session 1

Bitcoin, the revolution that underpins the whole Blockchain ecosystem.

Bitcoin is a revolution: it brings the possibility to exchange digital money peer-to-peer with an unprecedented level of security even if its energy consumption raises questions. The deep understanding of how this blockchain works provides a useful benchmark to approach other blockchains including “layer 2 blockchains” bringing more security, speed, and decentralization. This course will explain what the consensus algorithm “proof of work” is as a core element of the blockchain space.

Session 2

What is a blockchain?

This course explains what a distributed ledger is as a fundamental notion in the blockchain space. It is the occasion to set the scene: distributed architecture, peer-to-peer model, definition of a governance for a specific community. It is also the occasion to understand the pros/cons of a blockchain-based architecture versus a centralized one. The difference between public and private blockchain will be explained. We will also insist on the possibility offered by blockchain technologies to send tokens (cryptos as well as NFTs) peer to peer and how it paves the way to RWA (Real World Asset) tokenization: a very promising direction in 2024.

Session 3

Smart contracts and the potential to automate tasks on a blockchain. The example of Ethereum.

Smart contracts are programs stored on the blockchain. They are impossible to modify and have very specific properties. It will be explained what “oracles” are and how they enable to turn an “immutable ledger” into “a ledger of truth”. To fully grasp what a smart contract is, it will be given examples in Solidity (the programming language for Ethereum): escrow, lottery, vote. How blockchain and smart contracts bring a new level of efficiency in the finance industry (speed, cost, security). Use cases of trade finance, transborder payments, real time gross settlement will be provided. We will also present how Decentralized Applications on Ethereum work and examples of Dapps in the Ethereum ecosystem (Filecoin, Dtube, Uniswap). We will also introduce DAO (Decentralized Autonomous Organizations) as a way to automate transactions within a company or a group of entities. This course will unveil the advantages of blockchains that scales: Solana, Polygon, Cardano, Binance Smart Chain.

Session 4

When blockchain based applications attempt to be a substitute/complement for traditional finance: Decentralized Finance (DeFi).

Decentralized Finance (DeFi) are applications that bring financial services in a decentralized way: from lending and borrowing money with a collateral (excepted for flash loans), from assurance to derivative products. We will explore the pros and cons of this finance by decrypting popular protocols like MakerDAO, Aave or Uniswap, and will look at the articulation between this finance (DeFi) and traditional finance (CeFi).

Session 5

The power of the blockchain to manage self-sovereign identity

Blockchain is an incredible opportunity to manage in a better way personal data by managing the authorizations of access. Specifically, in the health industry, business models are starting to emerge and change deeply how the industry is structured: tokenization of the health data is one example.

Session 6

When the states leverage blockchain technologies to introduce digital cash: Central Bank Digital Currencies (CBDCs)

In 2019, when Facebook announced the arrival of its stable coin Libra, states worried for their sovereignty and began to work on Central Bank Digital Currencies (also known as digital cash). In 2024, China as well as the Bahamas, Jamaïca and Nigeria already use their own CBDCs while Europe will launch a test on a digital euro this year. Even if not all CBDCs are based on distributed ledger technologies (e-Yuan for example), they profoundly redefine central bank money. What are the pros and cons of CBDCs for the states but also for the citizens?

TEACHING MATERIALS

Books:

Mastering Bitcoin, Andreas ANTONOPOULOS, O'Reilly edition

Mastering Ethereum, Andreas ANTONOPOULOS, O'Reilly edition

How to DeFi, CoinGecko, Lucius FANG, Benjamin HOR, Erina AZMI, Win Win KHOR

Self Sovereign Identity – Decentralized Digital Identity and Verifiable Credentials, Alex PREUKSCHAT and Drummond REED, Manning Edition

Blockchain Applications in Food Supply Chain Management: Case Studies and Implications, Chen ZHANG, Yu GONG, Steve BROWN, Springer International Publishing AG

CANA-DAO: How We Return Power to The People, Kyle KEMPER, Michael THOMPSON

Digital Resources:

- https://youtu.be/0ETcLj5jBy4?si=jYC5OSqbtO-lRvsJ, a remarkable film on Bitcoin and its roots
- https://crystalchain.io/en/blog-2/, an up-to-date resource on what can be done with tracibility based on blockchains

- https://en.archipels.io/blog, an up-to-date resource about the challenges poses by decentralized identity
- https://consensys.net/blog/blockchain-explained/what-is-a-dao-and-how-do-they-work/ resource explaining what decentralized organizations can be implemented to enhance organization management
- https://www.oecd.org/publications/central-bank-digital-currencies-cbdcs-and-democratic-values-f3e70f1f-en.htm explores how Central Bank Digital Currencies could be implemented to contribute to the welfare of citizens and not only as often seen as a threat to citizen privacy.

TEACHING METHODS

The teaching method is based on an alternance of theory given by the teacher and presentations on a subject student are interested in. This method reinforces the interest of the students for the theory as they know they will apply it during the course.

WORK AND EVALUATIONS

Work requested:

The class is divided in 10 groups. They work on defining a subject that they submit to the teacher. Once, this subject has been accepted, the group is asked to make a 20-minute presentation on the subject followed by a Q&A (group work)

During the last course, a MCQ test will be submitted to the student to assure the essential bricks of blockchain space are assimilated (personal work).

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Presentation of 20 minutes followed by a Q&A	*Group*	*70%*
1-hour MCQ on the basis of blockchain technologies	*Individual*	*30%*

BIOGRAPHY

Christophe Debonneuil graduated from HEC Grande Ecole, is an engineer of Ecole Centrale de Lyon and has a degree from the Said Business School, Oxford University on Blockchain. He has been teaching Blockchain technologies at OECD since 2018 and currently gives seminars to CEOs in France and in Europe on this topic. He has also been teaching since 2018 a course at ESSEC Business School which gives the basics about Blockchains to BBA students.

THE NEW DATA-RICH MARKETS

Teacher: **Hubert ETIENNE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	30	In-person

Keywords:

DATA SOCIETY ECONOMICS INNOVATION ENTREPRENEURSHIP

SYNOPSIS

This course combines approaches from data economics, market anthropology, computational philosophy and cyber-psychology to examine the new type of capitalism that has emerged from the combination of various digital technologies, with its own fundamentals, business models and consumer psychology.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Advanced technologies, such as AI and captology, have deeply impacted the development of the digital economy, changing the fundamentals of markets and business interactions. The resulting implications for our economic and social systems led eminent specialists to question "how to reinvent capitalism" to account for new kinds of consumers behaviours, emerging business models and unconventional practices – e.g., data-based and attention-based transactions – that have been emerging.

Focusing on data-rich markets, this course proposes an ambitious reflection to understand the new fundamentals of competitive spaces. Rooted in market anthropology, it invites students to question the primary drivers of social interactions to rethink the complexity of the phenomena we observe in the business and technology worlds. The approach is greatly transdisciplinary, combining philosophical theories with research findings from AI, cognitive sciences and attention economics. External guests from key industries impacted by this new economy are invited to help students apply the reflections and approaches developed in class to practical business questions.

The course is taught by a former executive from Meta, recognized in the AI ethics and attention economic domains. It is designed for students willing to question the new economy that is emerging and think about innovative business models relevant to it.

Principal Items:

Markets anthropology, Economic theory, AI ethics and regulation, Attention economics, Cyberpsychology, Persuasive technologies

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Pedagogical Objectives:

- Students will develop an informed and critical view of how advanced technologies are reshaping the economy, including their business potential and social implications.
- Students will acquire a basic understanding of some fundamental mechanisms of human psychology and how these are used to inform the design and strategies of digital platforms.

Skills:

Students will not develop technical skills in this course. They will rather learn to:

- Assess the potential of specific technologies, such as AI, as well as their limitations.
- Look at the big picture to identify relevant business opportunities and imagine complex business models.
- Ask the right questions to drive the responsible development of advanced-technologies-based products.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

1. **Agents, trust and the market:** An introduction to market anthropology prompting students to question the basis of social and business interactions and to challenge the axioms of rational thinking theories.
2. **How is the digital age reshaping economics?** An investigation of how the digitalisation and technologization of the economy has been impacted deeply the foundamental of markets and business interactions.
3. **Ensuring trust in information:** A deep dive into AI ethics, its trends and strategies, illustrated by the case study of autonomous vehicles ethics.
4. **Regulating the cyberspace:** An introduction to the challenges of regulating the use of data and AI, elaborating on the international contexts and efforts, as well as the European regulations.
5. **Attention economy and the war for the pre-conscious:** A deep dive into the influence and manipulation techniques used for business purposes, from nudges to captology, from price optimization to persuasive design**.**
6. **Presentation of the group projects**

TEACHING MATERIALS

Books:

B.J. FOGG, Persuasive Technology: Using Computers to Change What We Think and Do, Morgan Kaufmann, 2003.

Cass R. SUNSTEIN, The ethics of influence. Government in the age of behavioral science, Cambridge university press, 2018.

Cathy O'NEIL, Weapons of Maths destruction, Crown, 2016.

Edward BERNAYS, Propaganda. Comment manipuler l'opinion en démocratie, Zones, 2007 (1928).

Viktor MAYER-SCHÖNBERGER & Thomas RAMGE, Reinventing capitalism in the Age of Big Data, Basic Books, 2018.

Digital Resources:

N/A

TEACHING METHODS

Lectures are highly interactive, designed to generate surprise and prompt students to question their assumptions on economic reasoning and advanced technologies.

WORK AND EVALUATIONS

Work requested:

- Weekly readings
- Group project

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Group project	*8h Group*	*60%*
Final examination	*1h Individual*	*40%*

BIOGRAPHY

Dr **Hubert Etienne** is an AI ethicist, formerly serving as Meta's Global Generative AI Ethics Lead and currently as the CEO of Quintessence AI. He is a pioneer researcher in AI ethics and the inventor of Computational philosophy, an approach he developed at Facebook AI Research which allowed him to demonstrate the potential of hybrid approaches to improve AI systems for content moderation purposes. Dr Etienne is the founding Chair of the Paris Conference on AI & Digital Ethics, an Adjunct Professor of AI ethics at ESCP Europe, and a former visiting scholar at the universities of Harvard, Stanford and Oxford. His work is accessible on his personal website.

INTRODUCTION TO CYBERSECURITY

Teacher: **Fouzi AKERMI**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

PERSONAL DEVELOPMENT STRATEGY SOCIETY INNOVATION

SYNOPSIS

This course provides a comprehensive overview of the fundamental concepts in cybersecurity, tailored for students seeking to enhance their understanding of protecting digital assets. The curriculum covers key topics such as threat landscapes, risk management, and security measures. A significant portion of the course is dedicated to the audit of information systems, teaching students how to assess and improve the security and compliance of organizational IT environments. Through practical examples and case studies, participants will learn to identify vulnerabilities, associated safeguards, and ensure robust information security governance.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Cf. synopsis

Principal Items:

Information System Audit, Security Audit, Cryptography, Cybersecurity, Cloud, ISO27001, Risk management

Pedagogical Objectives:

- Introduction: types of audit, approach and key success factors, fundamental notions of risks
- Enterprise internal control and standards
- Control types, General IT controls and their domains
- Change management
- Audit/review of IT project
- Introduction to ISO 27000 standards and key success factors and Risk management: the approach, matrix, treatment placement and types of security controls

- IS Security Policy: goals and structure
- Security organization: how to manage the information security from an organizational perspective, roles and responsibilities of stakeholders in particular the CISO
- Classification and assets control: how to maintain an appropriate protection of the enterprise's assets, assets categories and classification
- Staff security
- Physical security
- Communications and operations management: objectives, procedures and protective measures
- Logical security principles (access control: authentication, integrity, confidentiality and access management to systems and their monitoring)
- Systems development and maintenance: understand systems' security requirements and a project's structure
- Incident management: workflow
- Business continuity management: understand the structure of the Business Continuity Plan
- Compliance: understand the importance to comply to legal requirements and to perform regular security audit (and penetration tests)

Skills:

- The different types of stakeholders, audit types, approach and key success factors
- The enterprise internal control and standards, different control types and General IT controls and their domains
- The change management of applications, databases, operating systems and networks
- The types and sizes of IT projects, project management and development processes
- The different ISO 27000 standards
- The key cybersecurity concepts
- The risk management approach, matrix and treatment plan, know the different types of security controls
- Its goal and the document structure of IS Security Policy
- How information security works in the organization, different roles and responsibilities in particular the CISO

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: How cryptography works (and whatsapp)

Session 2: Audit key concepts and risk management

Session 3: IT audit

Session 4: Cybersecurity introduction and ISO27000 standards

Session 5: Case study

Session 6: Cyber Campus visit (Paris – La Defense)

TEACHING MATERIALS

Books:

N/A

Digital Resources:

Course document (ppt)

TEACHING METHODS

Presentation

Role play

Case studies in class and sub-groups

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Questionnaire as the final exam	*1h30 individual*	*75%*
Group project (Sub-groups)	*1h30 Group*	*25%*

BIOGRAPHY

Fouzi Akermi is a Partner at Deloitte France in the Cybersecurity department. He has 14 years of experience leading global Cyber programs to design and implement strategies and solutions.

He has supported several clients on engagements related to their cyber transformation program as well as the development of cyber activities worldwide. He has also extensive experience in the audit of cyber risk management programs.

Fouzi has worked with business leaders in helping them understand and implement Cyber and Identity and Access Management strategies as a business enabler. He's helped many organizations mature their overall risk posture and worked across many industries to transform their strategy from an era of compliance and risk to the new era of cyber everywhere.

REGULATION IN A DIGITAL SOCIETY

Teachers: **David RESTREPO-AMARILES et Damien CHARLOTIN**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

DATA LAW INNOVATION GEOPOLITICS ECONOMICS

SYNOPSIS

Data is now everywhere, in what we consume, in what we produce, and in what we do. How this data should be governed is accordingly turning into a critical touch point of society and may call for specific rules. This course will introduce the students to a data-driven approach to modern issues, touching not only on how the law should regulate data and data-reliant processes, but also how the law itself is being altered by the rule of data.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Data is now everywhere, in what we consume, in what we produce, and in what we do. How this data should be governed is accordingly turning into a critical touch point of society and may call for specific rules. Every student will be aware of basic privacy regulations (the cookies!), but the governance of data goes much beyond this, in ways that increasingly prove critical for individuals, businesses, and polities. If the worries about Artificial Intelligence (AI)'s existential risk have any purchase, then regulating data and related technologies may even prove necessary to the survival of our civilisation.

Yet, regulation in a digital society is not only about how this society should be regulated – though it is an important question in political and economic terms – but also how the digital society will impact its own regulation. Indeed, algorithms, metrics and AI are constantly reshaping the regulatory landscape, for the sake of better regulation – allegedly. Use cases range from measuring risk and performance to profiling offenders, monitoring suspicious behaviours, auditing organizations, fostering e-government, and enforcing automatically rules, compliance programs, policies and contracts.

This course provides a comprehensive overview of the issues entailed by the collision between law and the growing digital society, in the context of global governance, with a particular focus on their processes of production, strategic uses, effects, accountability and contestations. Drawing on insights from social sciences, philosophy, informatics, machine learning and legal theory, the course fills the gaps of fragmented perspectives focusing on LegalTech, Ethics, Privacy, Computational Law & Legal Informatics.

By the end of the course, students will be invited to produce a set of guidelines – or, more accurately, "guardrails" – on how to manage data in various scenarios, in view of the constraints (sometimes contradictory) that attach to this data. This should prime them to a professional career where they and their data will occupy an ever-greater role.

Principal Items:

Tech – Law – Regulation – Compliance

Pedagogical Objectives:

- Understand Key Regulations: At the end of the course, students will understand the fundamental principles of major data privacy and digital governance regulations, such as the GDPR, CCPA, and other international frameworks.
- Analyse Regulatory Impact: Students will be able to analyse the impact of digital technologies on regulatory frameworks, identifying how algorithms, AI, and machine learning are transforming traditional regulatory, legal, and compliance practices.
- Evaluate Ethical Implications: Students will gain the ability to critically evaluate the ethical implications of data governance, recognizing the balance between innovation and privacy, security, and equity.
- Develop Strategic Governance Plans: Students will be able to formulate strategic governance plans for data management in various sectors, ensuring compliance with relevant laws and ethical standards.

Skills:

- Regulatory Compliance Expertise: students will be able to improve compliance with data protection laws and regulations, advising organizations on best practices and legal requirements.
- Data Governance Frameworks: students will be able to design and implement data governance frameworks, balancing legal obligations with business needs and technological capabilities.
- Risk Assessment and Mitigation: Students will acquire the skills to conduct thorough risk assessments related to data usage, identifying potential vulnerabilities and proposing mitigation strategies.
- Ethical Decision-Making: students will be able to make informed ethical decisions regarding data management and digital governance, considering the broader societal impacts of their choices.
- Policy Development and Advocacy: Students will be capable of developing policies and advocating for regulatory reforms, contributing to the evolution of digital governance frameworks at local, national, and international levels.
- Interdisciplinary Collaboration: students will be adept at collaborating across disciplines, integrating insights from law, technology, ethics, and social sciences to address complex regulatory challenges in the digital society.

Course organization - detailed outline:

The course will be divided into six sessions:

Session 1: Geopolitics of Digital Regulation

- **Overview of Technology:** Examine the global landscape of digital technologies and their implications for various stakeholders.

- **Impact on Companies:** Analyse how geopolitical factors influence corporate strategies and operations, including cross-border data flows and international compliance challenges.

Session 2: Legal Regime of Data

- **Data in Business:** Explore the legal frameworks governing data, with a focus on how businesses utilize data in their operations.
- **Case Study - Payment Systems:** Delve into a practical example of data governance in payment systems, highlighting regulatory requirements and compliance strategies.

Session 3: The Trio of Law of Tech, Law and Tech, Tech & Law

- **Conceptual Framework:** Introduce the three interrelated dimensions of law and technology.
- **Applications and Industries:** Discuss the application of legal principles in various industries, including GovTech and compliance sectors.
- **Policy and Compliance Dynamics:** Investigate how technology transforms policy-making and the relationship between regulatory compliance and legal subjects.

Session 4: AI Act / GDPR / Existential Risk

- **Regulatory Landscape:** Provide an in-depth analysis of key regulations such as the AI Act and GDPR. Also touch on greater issues such as AI's existential risk, and how to approach it from a regulator's point of view
- **Comparative Study:** Compare and contrast these regulations, focusing on their objectives, scope, and impact on businesses and individuals.
- **Case Studies:** Use real-world examples to illustrate compliance challenges and best practices.

Session 5: Operational Ethics and Bias in Decision-Making with Technology

- **Ethical Considerations:** Discuss the ethical implications of using technology in decision-making processes.
- **Bias and Fairness:** Examine issues of bias in algorithmic decision-making and strategies to mitigate these biases.
- **Interactive Fishbowl:** Organize a fishbowl discussion to engage students in debates about operational ethics and technology's role in society.

Session 6: Wrapping Up and Practical Application

- **Guardrails for LLMs:** Present an example slide deck of "guardrails" for an application using a Large Language Models (LLMs), to illustrate practical applications of course concepts.
- **Student Projects:** Allocate time for students to finalize and present their own guardrails slide deck, synthesizing the knowledge and skills acquired throughout the course.
- **Course Reflection:** Facilitate a reflective discussion on the course content, its relevance, and potential applications in students' future careers.

TEACHING MATERIALS

Books:

Urs GASSER and Viktor MAYER-SCHÖNBERGER, Guardrails: *Guiding Human Decisions in the Age of AI* (Princeton University Press 2024).

David RESTREPO AMARILES & Damien CHARLOTIN, "Legal Analytics for Risk Management and Compliance" in Oxford Handbook of Law and Management (A. Masson ed. OUP forthcoming 2024)

David RESTREPO AMARILES, "Algorithmic decisions systems: Using Automation and Machine Learning in the public administration", in Cambridge Handbook of Law and Algorithms (W. Barfield, ed., Cambridge University Press 2020).

Damien CHARLOTIN, "(Automated) Variance in Legal Decision Making" (2024) *Lecture Notes in Computer Science*, Special Issue, *forthcoming*

Damien CHARLOTIN, "Les LLMs et le Futur du Droit", in Benoît Frydman (ed.), *L'IA et l'Etat de Droit* (Bruylant 2024).

David RESTREPO AMARILES & Gregory LEWKOWICZ, The emergence of Smart Law in Finance and Banking, 29 (3) International Journal for Financial Services 24 (2019).

PICHT, Peter Georg; Loderer, Gaspare Tazio, Framing Algorithms: Competition Law and (Other) Regulatory Tools, 42 World Competition 391 (2019)

Andrew D. SELBST a Solon BAROCAS, The Intuitive Appeal of Explainable Machines, 87 Fordham L. Rev. 1085 (2018).

Anton VEDDER & Laurens NAUDTS, Accountability for the use of algorithms in a big data environment, 31 International Review of Law, Computers & Technology 206 (2017).

Eugene VOLOKH, *Chief Justice Robots*, 68 Duke L.J. 1135 (2019).

Digital Resources:

N/A

TEACHING METHODS

Most of the courses will be taught by the instructors, leaving plenty of room for questions, answers, and conversations with the students, who will be particularly invited to contribute their knowledge and experience of the digital society and their place in it.

Session 5 will feature a "fishbowl" exercise, where students, in groups if necessary, will be discussing a topic or a particular scenario, with the participants in the dialogue switched at regular intervals to assume different roles and positions

WORK AND EVALUATIONS

Work requested:

Some readings, preparation, and the "guardrails" slide deck.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Guardrails slide deck	*1h30 group last session*	*80%*
Individual participation	*throughout*	*20%*

Additional details:

Students will be provided with at least two scenarios for the guardrails policy they need to design. They will be expected to work on it in groups, off class, but will be offered time during the last session to finalise it and benefit from the instructors' guidance.

BIOGRAPHY

David Restrepo Amariles is Associate Professor of Artificial Intelligence and Law, as well as the Worldline Chair on the Future of Money at HEC Paris. He serves as the Director of the Centre on the Future of Money and Digital Assets and is a Fellow at the Hi! Paris Centre on Data Analytics and Artificial Intelligence, where he leads the Smart Law Hub. He is a member of the Collegium — Royal Academy of Sciences, Letters, and Fine Arts of Belgium, where he contributes as a member of the Class Technology and Society. David is a prominent public speaker and a sought-after advisor, offering guidance to firms on digital transformation and co-founding several tech start-ups. He extends his expertise globally, advising governments on legal reform in the realms of data and technology.

David's research endeavours focus on analysing organizational strategies in leveraging emerging technologies to create value within ethical frameworks and regulatory constraints. His interdisciplinary approach encompasses law, strategy, computer science and informatics, and economics and sociology. His publications have appeared in leading journals such as Artificial Intelligence and Law, Computer Law & Security Review, European Law Review, Jurimetrics, Lecture Notes in Artificial Intelligence, among others. David has conducted multiple R&D projects with public partners such as the French Cour de cassation, the Swedish Innovation Agency—Vinnova, the Brussels Capital Region, and the European Commission, and private partners such as Atos, Circle, BNPP, Worldline, Baker McKenzie, Dechert LLP, AXA, among others.

HEC PARIS

LAW, POLICY, SOCIETY

AFFAIRES EUROPÉENNES

Enseignant : **Arnaud VAN WAEYENBERGE**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	54	Présentiel

Mots-clés :

LAW POLICY SOCIETY

SYNOPSIS

Ce cours abordera les mécanismes politiques et juridiques de la construction européenne. Seront tour à tour abordées les thématiques suivantes : crise de l'état de droit en Europe, la réforme des institutions, la réalisation du marché intérieur, la construction de l'Europe sociale et la lutte contre le réchauffement climatique.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Ce cours abordera les mécanismes politiques et juridiques de la construction européenne et mettra l'accent sur l'actualité européenne à travers l'analyse systématique de celle-ci

Thèmes principaux :

Union européenne, Crise de l'état de droit, le marché intérieur, Europe sociale, Lutte contre le réchauffement climatique, Gouvernance économique

Objectifs Pédagogiques :

- Comprendre l'environnement politique et juridique de l'Union européenne

Compétences développées :

- Connaître les principes essentiels du fonctionnement du marché intérieur
- Comprendre et critiquer l'actualité européenne

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Le programme s'articule autour de **5 thèmes** :

1. Les valeurs de l'Union face à la crise de l'état de droit et du déficit démocratique
2. La réforme institutionnelle de l'Union et plus généralement l'avenir de l'Union
3. Le marché intérieur
4. La construction de l'Europe sociale
5. La lutte contre le réchauffement climatique/ la régulation de l'IA + simulation parlementaire

MATERIEL PEDAGOGIQUE

Ouvrages :

Un polycopié servira d'ouvrage de référence pour les étudiants désireux d'éclaircissements ou de développements supplémentaires

Ressources numériques :

Un syllabus détaillé d'une centaine de page sera disponible sur Blackboard

Powerpoint disponible sur Blackboard

METHODES PEDAGOGIQUES

Différentes formes d'apprentissage seront utilisées - cours magistral, cas pratiques, débats, simulation parlementaire, conférence avec un invité – et demanderont une implication de l'étudiant.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Participation à une simulation parlementaire et réalisation de cas pratique en lien avec le marché intérieur

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation au cours et au jeu de simulation	*Individual*	*25%*
Test final	*Individual*	*75%*

BIOGRAPHIE

Arnaud VAN WAEYENBERGE, LL.B., M.A., MLL.M., Ph.D., est professeur de droit européen à HEC Paris, directeur académique de la majeure SFJI et coordinateur du département « droit et fiscalité ». Il est également professeur invité au Collège d’Europe (Bruges), à Paris 2 (Panthéon Assas) et à l’Université de Bruxelles (ULB). Avant de rejoindre HEC Paris, il exerça le métier d'avocat au barreau de Bruxelles (Clifford Chance LLP) et de référendaire à la Cour de justice de l'Union européenne (Tribunal). Ses enseignements et ses recherches portent sur le droit européen (institutionnel et marché intérieur), l’argumentation juridique et le droit global.

INTRODUCTION A LA SÉCURITÉ ET A LA DÉFENSE

Enseignants : **Guillaume FARDE & Joshua HENRY**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

GEOPOLITICS STRATEGY POLICY SOCIETY CULTURE

SYNOPSIS

Cet électif aborde les enjeux majeurs de la sécurité intérieure et de la défense nationale, afin d'en présenter la plupart des aspects, des acteurs, et des problématiques actuelles. De niveau introductif, il vise à approfondir la culture générale des étudiants d'HEC, tout en leur permettant s'ils le souhaitent d'envisager une carrière au sein de ces domaines.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Le cours d'introduction à la Sécurité et à la Défense se veut délibérément généraliste : il permet aux étudiants de 1ère et de 2ème année d'HEC de se forger une culture à la fois étendue, actualisée et concrète des enjeux afférents au champ sécuritaire. Les enseignants s'appliqueront donc à présenter non seulement les notions fondamentales de ce domaine, les principaux acteurs, leurs parcours et interactions, mais également les problématiques actuelles de réforme et de modernisation des outils de sécurité et de défense du pays face aux nouvelles menaces.

Enfin, cette conférence doit permettre aux étudiants d'acquérir des notions fondamentales en matière de sécurité/défense dans la perspective de leur futur emploi où la connaissance de ces enjeux est une indéniable valeur ajoutée pour des entreprises amenées à inscrire leur action dans un univers, qu'il soit national ou international, de plus en plus risqué et incertain

Thèmes principaux :

Sécurité, défense, intelligence économique, géopolitique, prospective

Objectifs Pédagogiques :

- Connaître l'organisation et la structure de la sécurité intérieure et de la défense nationale
- Être capable d'identifier les enjeux géopolitiques majeurs relatifs aux opérations militaires et au renseignement
- Disposer d'outils d'analyse objectifs des politiques publiques de sécurité

Compétences développées :

Sécurité, défense, sciences administratives, politiques publiques, sécurité économique

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

Séance 1 : L'organisation de la sécurité intérieure

Séance 2 : L'organisation de la défense nationale

Séance 3 : Le maintien de l'ordre public

Séance 4 : Les opérations extérieures françaises

Séance 5 : Le renseignement et la lutte antiterroriste

Séance 6 : Renseignement et prospective

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Lectures préparatoires à effectuer avant chaque séance.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

La fiche de lecture est à choisir parmi la liste figurant sur le syllabus. Si son mode de présentation est laissé à la discrétion de l'étudiant, elle doit néanmoins rester structurée et faire apparaître le plan. Elle doit être remise à l'enseignant en début de séance

La fiche technique est à choisir parmi la liste figurant sur le syllabus. Elle a pour vocation d'apporter un éclairage de deux pages (hors bibliographie) sur une question précise. Le mode de présentation doit être conforme à la méthodologie présentée lors de la séance d'introduction.

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Fiche de lecture	*Individuel*	*70%*
Fiche technique	*Individuel*	*30%*

Précisions complémentaires :

La note finale peut être augmentée d’un point supplémentaire en cas de participation active

BIOGRAPHIE

Guillaume FARDE enseigne à l'Ecole d'affaires publiques de Sciences Po où il est professeur affilié et conseiller scientifique de la spécialité sécurité-défense. Chercheur associé au CEVIPOF, il est l'auteur de plusieurs ouvrages relatifs aux enjeux de défense nationale et de sécurité intérieure. Il est réserviste citoyen de la Gendarmerie nationale et membre associé de l’Association des hauts fonctionnaires de la Police nationale (AHFPN).

Joshua HENRY a suivi le double-diplôme entre HEC et Sciences Po durant lequel il a fondé l’association HEC Défense et travaille dans l’innovation de défense. Il a effectué un volontariat dans les armées comme officier, et est désormais chef de section de réserve à la Légion Etrangère.

QUESTIONS SOCIALES ET POLITIQUES SOCIALES

Enseignant : **Julien DAMON**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

POLICY SOCIETY LAW

SYNOPSIS

Introduction aux questions sociales et à l'évaluation des politiques publiques, ce cours débute par l'analyse des systèmes de protection sociale et se termine par la prise en charge des sans-abri. Il permet d'aborder les problématiques de la pauvreté, des transformations familiales, des classes sociales, des modèles sociaux.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Ce cours est une introduction aux questions sociales et à l'évaluation des politiques publiques. Débutant par l'analyse des systèmes de protection sociale, le cours se terminera sur la question des sans-abri. Il permettra d'aborder les problématiques de la pauvreté, des transformations familiales, des classes sociales, des modèles sociaux.

Balayant de façon aussi synthétique que panoramique six thèmes, les séances visent à fournir aux étudiants les informations, données et références sur les évolutions et politiques sociales contemporaines. Avec un triple prisme : français, européen, mondial.

À chacune des séances, il s'agira de faire un tour d'horizon

Thèmes principaux :

Sociologie et économie des questions sociales.

Objectifs Pédagogiques :

. Introduire aux principales analyses et données sur la protection sociale.

. Aboutir à une maîtrise des principaux enjeux et ordres de grandeur.

. Susciter l'intérêt pour des matières et des métiers peu communs à HEC.

Compétences développées :

. Maîtrise des outils des sciences sociales.

. Maintien en éveil de la curiosité pour l'actualité.

. Animation interactive de groupes.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine, pendant un bimestre

- Les différents modèles de protection sociale.
- Mesures de la pauvreté et de la richesse.
- Les politiques de lutte contre la pauvreté
- Évolutions familiales et politiques familiales.
- Les politiques de retraite et de santé
- Les sans-abri comme concentré des questions sociales et urbaines

MATERIEL PEDAGOGIQUE

Ouvrages :

1. Julien DAMON, Questions sociales et questions urbaines (Presses Universitaires de France)
2. Julien DAMON, La sécurité sociale (Presses Universitaires de France, « Que sais-je ? »)

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Les étudiants doivent préparer les séances, à partir des documents et des questionnaires envoyés.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation / Implication	*Individuel*	*50%*
Quiz Final de 20 questions	*Individuel*	*50%*

BIOGRAPHIE

Enseignant à Sciences Po et à l'École des Ponts, conseiller scientifique de l'École nationale supérieure de sécurité sociale (En3s), **Julien Damon** a été directeur des études à la Caisse nationale des Allocations Familiales (CNAF), chef du service Questions sociales au Centre d'Analyse Stratégique, Président de l'Observatoire national de la pauvreté de l'exclusion sociale, membre de cabinets ministériels.

Il a publié une trentaine d'ouvrages sur les questions sociales et urbaines dont, récemment, *Aux frontières du logement ordinaire* (2022), *Toilettes publiques. Essai sur les commodités urbaines* (2023), *Fécondité : comment réarmer ?* (2024).

NAVIGATING THE 2024 US PRESIDENTIAL RACE

Teacher: **Marina BURKE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	30	In-person

Keywords:

GEOPOLITICS SOCIETY POLICY COMMUNICATION STRATEGY

SYNOPSIS

This course provides a deep dive into the mechanisms and phenomena shaping contemporary US politics, and particularly the democratic process. From the nuances of presidential elections to the influence of media, students explore the interconnected dynamics of domestic politics and the 2024 presidential race. This course fosters a thorough understanding of political narratives, driving informed participation in modern political discourse.

DETAILED DESCRIPTION

Prerequisites:

Fluency in English and a keen interest in politics.

Course overview (executive summary):

In this comprehensive six-week course, students will critically explore the underpinnings of contemporary American politics, particularly focusing on the dynamics of democracy and U.S. presidential elections. The course delves into the key events and figures shaping recent political narratives, such as the rise of Donald Trump and the struggles within the Democratic party. The course will also highlight the pervasive role of media in shaping political discourse, culminating in an analysis of the art and impact of presidential campaigns. By engaging with these themes, students will develop a well-rounded perspective on the intricacies and implications of modern American politics, preparing them to be informed participants in political conversations and processes.

Principal Items:

Analytical skills, awareness and understanding of societal and political matters in America.

Pedagogical Objectives:

- To improve students’ knowledge of Modern American societal and political issues
- To hone students’ analytical skills
- To provide students with a unique insight into American politics, in particular the 2024 presidential race

Skills:

Critical analysis & evaluation, applying knowledge to real-world contexts, understanding of implications of different political strategies

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: The Mechanisms & Complexities of U.S. Presidential Elections

Session 2: Trump's America: Populism and the Resurgence of the Republican Party.

Session 3: The Crisis of the Democrats: Struggles and Opportunities for the 2024 Presidential Election

Session 4: The Role of Media in Shaping Election Outcomes

Session 5: The 2024 election: predictions, impact, and repercussions

Session 6: Test and quiz

TEACHING MATERIALS

Books:

"How Democracies Die" by Steven LEVITSKY and Daniel ZIBLATT,

"Fear: Trump in the White House", "The Righteous Mind: Why Good People Are Divided by Politics and Religion" by Jonathan HAIDT,

"The Unwinding: An Inner History of the New America" by George PACKER,

"The Fifth Risk" by Michael LEWIS

Digital Resources:

FiveThirtyEight (www.fivethirtyeight.com**),**

Pew Research Center (www.pewresearch.org**),**

Politico (www.politico.com**),**

The American Presidency Project (www.presidency.ucsb.edu**),**

C-SPAN (www.c-span.org**)**

TEACHING METHODS

The first half of the class is theoretical whereas the second half is dedicated to practical activities (discussion / debate / simulations).

WORK AND EVALUATIONS

Work requested:

Compulsory class attendance and active participation in class debate and discussion.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Essay / mixed questions as the final exam	*1h30 individual*	*50%*
Continuous assessment: discussions, debates and group work	*Weekly*	*50%*

BIOGRAPHY

Marina Burke has held numerous high-level positions at the OECD, the British Council and the French Ministry of Education where she has had a front seat and played an active role in international negotiations, intercultural affairs and the use of cultural diplomacy and soft power to foster international cooperation for policy, educational and cultural matters at national, European and international level.

With a background in law and languages, Marina Burke is a professor in the English department at HEC and also teaches at Ecole Centrale-Supélec and in classes préparatoires in Paris.

HEC PARIS

INTRODUCTION TO INTERNATIONAL HUMANITARIAN LAW

Teacher: **Rana KHAROUF**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

ORGANIZATION POLICY LAW GEOPOLITICS INTERNATIONAL HUMANITARIAN LAW HUMANITARIAN ACTION INTERNATIONAL ORGANIZATIONS

SYNOPSIS

Introduction to International Humanitarian Law (IHL) is a set of rules that seek to limit the effects of armed conflict and to restrict the use of violence to the strict military necessity. While analyzing its principles, sources, rules and jurisprudence, and using case studies, this course encourages a critical and interdisciplinary approach of IHL, including the current challenges of its implementation.

DETAILED DESCRIPTION

Prerequisites:

There is no strict prerequisite for this course, but previous knowledge of public international law and notions of international criminal justice can be helpful

Course overview (executive summary):

This course is an introduction to International Humanitarian Law (IHL). IHL is a set of rules that seek to limit the effects of armed conflict, with the dual purpose of saving those who do not, or no longer, participate directly in hostilities and to restrict the use of violence to the strict military necessity. IHL is a branch of public international law that has close relations with other branches, such as international human rights law and international criminal law, but also with international politics and transitional justice. While analyzing its principles, sources, rules and jurisprudence, and using case studies, this course encourages a critical and interdisciplinary approach of IHL, including the current challenges of its implementation

Principal Items:

Law, International Relations, Humanitarian action, Policy and Governance

Pedagogical Objectives:

- Understand the concept, the purpose and the limitations of IHL.
- Develop a basic knowledge of IHL principles (distinction, proportionality, humane treatment, military necessity, unnecessary suffering, precaution in the attack, etc.) and of notions such as “direct participation in hostilities”.
- Analyses scenarios or real-life cases and identify the relevant IHL issues.

Skills:

1. Critical thinking
2. Problem solving
3. Research & Analysis

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Introduction

Sources and principles of the law of armed conflict – *Jus ad bellum / Jus in bello* – History of international humanitarian law –When does IHL apply? – Who is protected?

Readings:

- ***ICRC, Comprehensive introduction to IHL*** **(Main publication)**

https://www.icrc.org/en/document/qa-international-humanitarian-law-comprehensive-introduction

- *ICRC, IHL answers to your questions*

https://www.icrc.org/en/publication/0703-international-humanitarian-law-answers-your-questions

- Jus ad bellum and Jus in bello
- https://www.icrc.org/en/document/what-are-jus-ad-bellum-and-jus-bello-0
- https://www.youtube.com/watch?v=jCOgepwYEhY
- https://casebook.icrc.org/highlight/same-ihl-applies-all-warring-parties-differentiating-between-jus-contra-bellum-law

Session 2

1: The protection of combatants and prisoners of war

Definitions – "direct participation in hostilities" – Mercenaries and spies – Treatment of POWs – The sick, wounded and shipwrecked

Readings: first three Geneva Conventions; M. SASSOLI, "The Status of Persons Held in Guantánamo under International Humanitarian Law", *Journal of International Criminal Justice*, 2:1, 2004, p. 96- 106.

2: The protection of civilians

Women and children – Child soldiers – Human shields – Occupation – displaced persons (refugees and internally displaced persons)

Readings: *Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War*, 1949; David M. ROSEN, "Child Soldiers, International Humanitarian Law, and the Globalization of Childhood", *American Anthropologist*, 109:2, 2007, p. 296-311.

Session 3

The protection of civilian objects, cultural property and the environment

Civilian objects – Cultural property – Environment

Readings:

- ICRC's IHL database / Protection of cultural property – Swisse case study. https://ihl-databases.icrc.org/customary-ihl/eng/docs/v2_cou_ch_rule40
- International Law Commission / Protection of the environment in relation to armed conflicts. https://legal.un.org/ilc/guide/8_7.shtml
- International Law Commission, "Draft Principles on the Protection of the Environment in Relation to Armed Conflicts," 2022. https://legal.un.org/ilc/guide/8_7.shtml
- International Committee of the Red Cross, "Guidelines on protection of natural environment in armed conflict," 2020. https://www.icrc.org/en/document/guidelines-protection-natural-environm…

Session 4

1: IHL and Terrorism

Definitions of terrorism – The "War on Terror" – Torture

Readings: S. JODOIN, "Terrorism as a war crime", *International Criminal Law Review*, 7:1, 2007, p. 77- 115; Manoocher Mofidi and Amy E. Eckert, "'Unlawful Combatants' or 'Prisoners of War': The Law and Politics of Labels", *Cornell International Law Journal*, 36:1, 2003-2004, p. 59-92.

2: Means and methods of warfare

Weapons (WMD, nuclear, anti-personnel landmines, cluster bombs, conventional weapons, etc.) –

Methods of conducting hostilities

Readings: Readings: I. DAOUST, R. COUPLAND, R. ISHOEY, "New wars, new weapons? The obligation of States to assess the legality of means and methods of warfare", *International Review of the Red Cross*, 84, 2002, p. 345-363.

P. ALSTON, "The CIA and Targeted Killings Beyond Borders", *Harvard National Security Journal*, 2, 2011, p. 283-446.

M. SASSOLI, "Autonomous Weapons and International Humanitarian Law: Advantages, Open Technical Questions and Legal Issues to be Clarified", *International Law Studies / Naval War College*, 90, 2014, p. 308-340.

Session 5

1: The implementation of IHL

States – ICRC – UN (Peacekeeping forces and IHL) – NGOs

Readings: Cristina PELLANDINI, Ensuring national compliance with IHL: The role and impact of national IHL committees, IRRC, 2014, pp.1043-1048.

https://international-review.icrc.org/sites/default/files/irrc-895_896-pellandini.pdf

2: Case study on IHL related to national laws

Integration and implementation of IHL at national level (Practice of states – Model laws – Military manual)

Readings: ICRC's website

- The 33rd International conference of the Red Cross and Red Crescent resolution on implementation of IHL, 2019

https://www.icrc.org/en/document/bringing-ihl-home-guidelines-national-implementation-international-humanitarian-law

- Respect of the law in the battlefield

https://ihl-in-action.icrc.org/

- Implementation of IHL / national measures

https://www.icrc.org/en/document/icrc-database-national-measures-implementing-international-humanitarian-law.

Session 6

1: Crimes and Responsibility

Crimes of war, genocide, ethnic cleansing, crimes against humanity – State Responsibility –

Command responsibility

Readings: P. AKHAVAN, "The crime of Genocide in the ICTR Jurisprudence", *Journal of International Criminal Justice*, 3:4, 2005, p. 989-1006.

2: International criminal justice

Nuremberg and Tokyo – ICTY and ICTR – ICC – Hybrid jurisdictions – The peace *versus* justice dilemma Readings: H. Jo and B. Simmons, "Can the International Criminal Court Deter Atrocity?", *International Organization*, 70:3, 2016, p. 443-475.

TEACHING MATERIALS

Books:

- **(Main publication)** ICRC, Comprehensive introduction to IHL

https://www.icrc.org/en/document/qa-international-humanitarian-law-comprehensive-introduction

- ICRC, IHL answers to your questions

https://www.icrc.org/en/publication/0703-international-humanitarian-law-answers-your-questions

- *Jus ad bellum and Jus in bello*

https://www.icrc.org/en/document/what-are-jus-ad-bellum-and-jus-bello-0

- CLAPHAM Andrew and GAETA Paola, *The Oxford Handbook of International Law in Armed Conflict* (Oxford University Press, 2014).
- CRAWFORD Emily and PERT Alison, *International Humanitarian Law,* 2nd edition (Cambridge University Press,

2020)

- DAVID Eric, *Principes de droit des conflits armés*, 5th ed. (Bruylant, 2012).
- FLECK Dieter (ed.), *The Handbook of International Humanitarian Law*, 3rd ed. (Oxford University Press, 2013).
- GREEN Leslie C., *The Contemporary Law of Armed Conflict*, 3rd ed. (Manchester University Press, 2008).
- GREENWOOD Christopher, *Essays on War in International Law* (Cameron May, 2006).
- KALSHOVEN Frits and ZEGVELD Liesbeth, *Constraints on the waging of war: an introduction to international humanitarian law,* Cambridge University Press, 2011, free download on: https://shop.icrc.org/constraints-on-the-waging-of-war-an-introduction-to-international- humanitarian-law-2587.html.
- KOLB Robert and HYDE Richard, *An Introduction to the International Law of Armed Conflict* (Hart Publishing, 2008).
- ROBERTS Adam and GUELFF Richard (ed.), *Documents on the Laws of War*, 3rd edition (Oxford University Press, 2000).
- SASSOLI Marco, BOUVIER Antoine A. and QUINTIN Anne QUINTIN, *How Does Law Protect in War? Cases, Documents and Teaching Materials on Contemporary Practice in International Humanitarian Law,* ICRC, 2011.
- SCHMITT Michael N. and Pejic Jelena (eds.), *International law and armed conflict: exploring the faultlines* (Nijhoff, 2007).
- SOLIS Gary D., *The Law of Armed Conflict: International Humanitarian Law in War*, 2nd edition (Cambridge University Press, 2016).

Digital Resources:

- **Internet**

www.icrc.org www1.umn.edu/humanrts/index.html www.cnchl-cncdh.ca www.peacepalacelibrary.nl www.crimesofwar.org

www.iihl.org www.geneva-academy.ch

law.case.edu/war-crimes-research-portal

www.hrw.org https://www.ejiltalk.org

https://guide-humanitarian-law.org/content/index/ https://www.icc-cpi.int

- **Movies**

Documentaries: *Four Hours in My Lai* (1989), *Nuremberg: Tyranny on Trial* (1995), *Srebrenica: A Cry from the Grave* (1999), *The War Tapes* (2006), *The Road to Guantanamo* (2006), *Taxi to the Dark Side* (2007), *No End in Sight* (2007), *The Greatest Silence: Rape in the Congo* (2007), *The Italian Doct* (2007), *J'ai serré la main du diable* (2007), *The Devil Came on Horseback* (2007), *Standard Operating Procedure* (2008), *Triage: Dr James Orbinski's Humanitarian Dilemma* (2008), *The Reckoning: The Battle for the International Criminal Court* (2009), *Weapon of War: Confessions of Rape in Congo* (2009), *Restrepo* (2010), *Armadillo* (2010), *Remote Control War* (2011), *My Lai Four* (2011), *The Act of Killing* (2012), *The Gatekeepers* (2012).

Fiction: *La Bataille d'Alger* (1966), *Black Hawk down* (2001), *Hotel Rwanda* (2004), *Henry Dunant, du rouge sur la croix* (2005), *Blood Diamond* (2006), *La révélation* (2010), *Rebelle* (2012), *Zero Dark Thirty* (2012), *Eye in the Sky* (2015), *A War* (2015), etc.

TV series: *Generation Kill* (HBO, 2008), *Tokyo Trial* (NHK, 2016), *Homeland* (2011-).

See http://www.redcross.org/humanityinwar/resource-guide-films

Youtube channel of the ICRC: documentaries, conferences, awareness campaigns etc https://www.youtube.com/user/icrcfilms/videos

TEACHING METHODS

Interactive lectures (questions and discussions by students are encouraged).

Presentation, role play, case study in sub-group or in class, flipped classroom, video production.

WORK AND EVALUATIONS

Work requested:

Presentation, Research, Assessment.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
A research paper (3500-4000 word including footnotes)	-	*60%*
A short presentation on a specific topic	*10 mn*	*20%*
An assessment of multiple-choices questions	*1 h*	*20%*

BIOGRAPHY

Professor **Rana Kharouf** is lecturer of International Law at the School of International Affairs of Sciences Po. Paris.

She is Judge assessor et the French National Court for Asylum, representing the United Nations High Commissioner for Refugees (UNHCR).

Dr. Kharouf previously worked as legal advisor of the International Committee of the Red Cross in Syria and in Libya.

Previously, Dr. Kharouf worked as a legal expert at the United Nations for Education, Science and Culture (UNESCO) as well as at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg where her research focused on the implementation of international public law.

Professor Kharouf is the author of dozens of international law review and other scholarly articles. She graduated from the Faculty of law of Paris Sorbonne University and was awarded her PhD by the Academy of Paris.".

HEC PARIS

DROIT DE LA PROPRIÉTÉ INTELLECTUELLE

Enseignante : **Marie SERNA**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B1	Français	54	Présentiel

Mots-clés :

LAW AUTEUR CREATION ŒUVRE DROITS PATRIMONIAUX DROIT MORAL

SYNOPSIS

La propriété intellectuelle organise, valorise et protège la création individuelle et collective tant dans ses aspects économiques que dans sa fonction sociale. Elle se décline du droit du processus classique de création artistique à l'industrialisation technologique des productions intellectuelles.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Dans une société dominée par la dématérialisation, le droit de l'immatériel est désormais prégnant. En son sein, du droit du marché de l'art au droit des technologies de pointe, le droit de la propriété intellectuelle s'inscrit tout à la fois dans la création artistique et la création économique. Fruit de l'histoire de l'humanité, des œuvres rupestres aux nouvelles considérations technico-juridiques engendrées par l'IA, cette matière porteuse de problématiques philosophiques mais aussi d'enjeux mercantiles combine les réflexions les plus traditionnelles (le beau, l'art, l'esthétique, l'utilitaire…) mais aussi les plus contemporaines (la liberté, l'environnement, la diversité des créateurs et des créations, la techno-créativité…). Du droit international au droit interne, la propriété intellectuelle propose des outils de gestion mais aussi des clefs pour des questionnements humanistes essentiels.

Thèmes principaux :

ATTENTION : les thèmes abordés en cours sont étroitement soumis à l'actualité juridique et consécutivement sont susceptibles d'évoluer, dans leur substance et dans leur structure, du fait de la mouvance du droit positif et des évolutions judiciaires.

*Auteurs et liberté : de l'art pariétal à l'intelligence artificielle. De la première œuvre d'art (une scène de chasse ayant 44000 ans découverte sur la paroi d'une grotte de l'île indonésienne des Célèbes) à ChatGPT…

*Œuvre de l'esprit : idée, empreinte de la personnalité de l'auteur, originalité, nouveauté

*Créations classiques et créations contemporaines

*Droits patrimoniaux : durée *post-mortem auctoris* redevances, SPRD, méthodes de calcul proportionnelle ou forfaitaire

*Droits moraux : droits discrétionnaires, éternité et insaisissabilité

*Gestions contractuelles

*Protections et contrefaçon

*Droit interne et droit comparé

Objectifs Pédagogiques :

Le cours a pour objectif :

- La maitrise des différentes prérogatives patrimoniales et extra-patrimoniales dans le domaine de la propriété intellectuelle

- La gestion juridique des différentes prérogatives patrimoniales et extra-patrimoniales dans le domaine de la propriété intellectuelle

Compétences développées :

1) Maitriser la technique juridique face aux mécanismes de création classique et contemporaine

2) Maitriser la pratique juridique des différents contrats liés à la création classique et contemporaine.

Organisation du cours – plan détaillé :

6 sessions de 3h, une fois par semaine sur un bimestre

Séance 1 : Le droit de l'immatériel (session 1)

*Propriété intellectuelle et propriété industrielle

*Quelle liberté pour la créativité ?

Séance 2 : Auteurs et titulaires des droits d'auteur (session 1)

*Œuvres à auteur unique et œuvres créées par plusieurs auteurs :

· Œuvres de collaboration
· Œuvres collectives
· Œuvres dérivées

*Œuvres anonymes, sous pseudonyme et orphelines.

*Œuvres posthumes

Séance 3 : Les conditions de la protection des œuvres de l'esprit (session 2)

*De l'idée à l'empreinte de la personnalité de l'auteur

*Conditions nécessaires et conditions indifférentes

Séance 4 : Les droits patrimoniaux des auteurs (session 2)

*Contenu des droits patrimoniaux

- Droit de représentation
- Droit de reproduction
- Droit de communication
- Droit de suite

*Exceptions aux droits patrimoniaux

*Typologie des rémunérations des auteurs

*Les auteurs et leurs créanciers

Séance 5 : Les droits moraux des auteurs (session 3)

*Droit de divulgation

*Droit à la paternité

*Droit à l'intégrité

*Droit de retrait

Séance 6 : Défense et protection des droits des auteurs (session 3)

*Droit international et droit interne

*Sociétés de perception et de répartition des droits

*Inspiration, plagiat et action en contrefaçon

Séance 7 : Environnement et droit d'auteur (session 4)

*Œuvres éphémères et mouvantes

*Droit et paysage et droit du paysagiste

*Animaux et droit d'auteur

Séance 8 : Typologies des œuvres de l'esprit (session 4)

*Œuvres protégeables et actions non protégeables

*Entre mythes et réalités : Les nouveaux enjeux de l'immatériel : du street-art à la « tech-law ».

*Panel (non exhaustif) de créations et de créativité : mise en scène, stand-up, strip-tease et lap dancing, tatouage, karaoké, doublage et post-synchronisation, transformisme, vitrine commerciale, collection, bande dessinée, titre, parodie, pastiche, caricature, jouets, architecture, revue de presse, « HMC » et spectacle vivant et œuvres audiovisuelles, sosies, télé-réalité, documentaire, personnage fictif, influenceur, musique contemporaine, tour de magie, discours politique, plaidoirie, interview, chorégraphie, combat de catch, cascade, CAO, art circassien …etc.

Séance 9 : Le contrat de commande d'une œuvre de l'esprit : sa nature et ses clauses (session 5)

Séance 10 : Le contrat de production audiovisuelle (session 5)

*Les co-auteurs présumés de l'œuvre audiovisuelle : entre présomption simple et fiction légale d'ordre public

*La nature juridique de l'œuvre audiovisuelle : droit interne et droit comparé

*Les co-contractants du contrat de production audiovisuelle

*Les clauses du contrat de production audiovisuelle

Séance 11 : Artistes-interprètes et droits voisins du droit d'auteur, artistes du spectacles et droit du travail (session 6)

*Les artistes-interprètes et les artistes du spectacle : regards croisés CPI/Code du travail.

*Les droits patrimoniaux et le quasi-droit moral

*Les contrats des artistes-interprètes et artistes du spectacle :

- Le CDDU : casting, cachet et clauses spécifiques
- L'intermittence

Séance 12 : « Pour aller plus loin » : les processus *périphériques* de création (session 6)

*Fashion Law, droit du luxe, droit des créations des industries saisonnières : vêtements, sacs, maquillages, parfums, montres … maquillages et coiffures… et *quid* de la rencontre avec la propriété industrielle : marques, brevets, dessins et modèles ?

*Droit des créations culinaires

*Droit des jeux

*Sport et droit

MATERIEL PEDAGOGIQUE

Les documents pédagogiques (spécifiquement le document de cours) soumis aux étudiantes et étudiants font, dans leur ensemble, totalement partie intégrante des connaissances devant être maitrisées. L'acquisition de leur contenu est soumise aux mêmes évaluations que les connaissances transmises dans le cadre du cours.

Ouvrages :

Code de la Propriété Intellectuelle : Légifrance.

P-Y GAUTIER, Droit de la Propriété Littéraire et Artistique, LGDJ

C. BERNAULT, Traité de la Propriété Littéraire et artistique, LGDJ

F.DURET-ROBERT, Droit du Marché de l'Art, Dalloz, Dalloz Action

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Les acquisitions intellectuelles et techniques du cours impliquent :

* Une **pédagogie active de l'enseignant** dans le cadre **d'échanges interactifs** avec les étudiantes et les étudiants.

* Les études

- · légistiques
- · de casuistique jurisprudentielle
- · de clauses contractuelles

* Les **travaux personnels** d'approfondissement de la matière.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

***Assiduité en cours** …La parole est donnée à un ouvrage spécialisé : « Les cours vous semblent longs et pénibles, et vous trouverez les mêmes informations dans des ouvrages spécialisés. Vous vous interrogez donc sur l'intérêt de « perdre son temps » en cours et préférez travailler chez vous…Une telle méthode de travail s'avère inefficace et peu adaptée aux examens …car le sujet et la correction sont établis par le professeur…or chaque cours porte l'empreinte de son auteur… Apprendre un cours …en une nuit, c'est faisable avec deux tubes de vitamines C, un litre de café …Mais les connaissances seront tout aussi vite oubliées et confuses… » et souvent la notation en patira. (in Réussir son droit, ouvrage collectif et anonyme, Paradigme, Editions universitaires).

***Travail personnel** : procéder à un recensement régulier des connaissances acquises. « Rien n'est jamais acquis à l'homme : ni sa force, ni sa faiblesse » (Louis Aragon)

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôles continus	*Individuel / 30 min*	*50 %*
Assiduité en cours	*Individuel*	*50 %*

Précisions complémentaires :

Le contrôle continu dans le cadre de l'expression de la liberté pédagogique prend en considération de manière cumulée :

* la **participation et l'assiduité** consécutives à la présence obligatoire en cours. Le niveau de participation de chaque étudiante et étudiant est déterminé souverainement par le professeur dans le cadre du principe de la liberté pédagogique.

* les **épreuves régulières** sous la forme d'exercices différents et adéquats : tests, travaux individuels et collectifs. Les épreuves et devoirs seront soumis au groupe des étudiants en fonction du niveau de progression de ceux-ci. Ce niveau étant déterminé souverainement par le professeur dans le cadre du principe de la liberté pédagogique.

Un **document détaillé relatif au contrôle des connaissances** est porté à la connaissance des étudiantes et étudiantes par les moyens mis à disposition par l'établissement

BIOGRAPHIE

Marie Serna est titulaire d'un doctorat en droit de l'Université Paris II. Après avoir enseigné à l'ESCP, elle rejoint HEC en 1994.

Elle consacre ses activités de recherches et d'enseignements principalement au Droit de la Propriété Intellectuelle (Propriété Industrielle-Propriété Littéraire et Artistique) ; mais aussi au Droit des Contrats et Droit du Travail. Cependant elle s'attache tout particulièrement au Droit du Spectacle Vivant et des Artistes-Interprètes (Droits Voisins du Droit d'Auteur).

Marie Serna est l'auteur d'un ouvrage : "L'image des personnes physiques et des biens" (Economica).

Parallèlement, elle conduit une activité de consultations concernant le Droit de l'Audiovisuel (Cinéma, Télévision, Internet), et le Droit des Spectacles Scéniques.

DROIT DU TRAVAIL

Enseignante : **Marie SERNA**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

LAW LIBERTE SUBORDINATION RELATIONS INDIVIDUELLES RELATIONS COLLECTIVES

SYNOPSIS

Au cœur des relations individuelles et collectives du travail est le contrat ; il concerne tant les employeurs que les employés. Mais aussi tous les sujets de droit : étudiants, demandeurs d'emplois, retraités, partenaires sociaux. Et responsables politiques. Personnes physiques et personnes morales.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Tous les salariés doivent franchir les étapes professionnelles du recrutement, de la négociation du contrat de travail, dans ses clauses les plus spécifiques patrimoniales et extra-patrimoniales. Et ce jusqu'à la rupture de la relation de travail.

Tous les dirigeants d'entreprises et leurs représentants doivent maitriser les arcanes de l'entretien d'embauche, les subtilités de la rédaction des stipulations des contrats de travail, les domaines et les limites de leur pouvoir, autorité hiérarchique et disciplinaire.

« Contracter, c'est assurément préférer, choisir l'un plutôt que l'autre en raison de ses qualités professionnelles, de ses capacités financières, de son passé rassurant, de son avenir prometteur, de son charme personnel…La préférence est au cœur du contrat, elle en est tout à la fois la raison d'être et l'expression. » [1]

Toutefois, si cette préférence est l'essence du contrat de travail elle trouve ses limites dans l'organisation des relations individuelles et collectives afin de remettre l'humain en son centre substantiel.

Souffrant, souvent, d'une cruelle réputation du fait de sa dimension règlementariste, le droit du travail est, surtout, une matière vivante, concrète, humaniste, reflet de son temps et des questionnement sociaux et environnementaux.

[1] J.Mestre, préface à la thèse de de J-P Désidéri : « La préférence dans les relations contractuelles ».

En effet, autant, si ce n'est plus, qu'une technique d'optimisation de la gestion des entreprises, le droit du travail se développe comme l'instrument de l'évolution de la société politique, dans son approche des droits et des devoirs des femmes et des hommes qui la composent.

Thèmes principaux :

ATTENTION : les thèmes abordés en cours sont étroitement soumis à l'actualité juridique et consécutivement sont susceptibles d'évoluer, dans leur substance et dans leur structure, du fait de la mouvance du droit positif et des évolutions judiciaires.

*Etapes du contrat de travail

*Conditions concrètes de travail

*Relations entre la vie personnelle et la vie professionnelle

*Relations individuelles et collectives.

Objectifs Pédagogiques :

L'objectif de ce cours est double :

D'une part être un outil concret et pragmatique au service de la future vie professionnelle des étudiantes et des étudiants, en s'appuyant, pour chaque thème, sur l'étude des clauses des contrats de travail, mais aussi des situations réelles, vécues, jugées de la vie professionnelle.

D'autre part, mettre en lumière les véritables enjeux philosophiques, collectifs et personnels, individuels et communs de la vie du monde du travail.

Compétences développées :

*Maitrise des normes encadrant chacune des étapes de la vie professionnelle.

*Maitrise du contrat de travail : lecture, négociation, rédaction, modification, exécution, inexécution, rupture.

*Maitrise des cas concrets des évènements de la vie professionnelle.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : les acteurs du monde du travail :

*Les sources historiques, techniques et pratiques du droit du travail

*Contrat de travail et contrat de stage

*Contrat de travail et autres situations contractuelles : prestation de services, mandat, situation des sociétaires et associés…

*L'employeur, le chef d'entreprise, le salarié

*Les Conseils de prud'hommes

*Les syndicats et les conventions collectives

*CDD et CDI

Séance 2 : l'embauche du salarié :

1° - La sélection du candidat à l'emploi

*Les principes :

- Liberté constitutionnelle d'embauche
- Théorie de la qualification professionnelle
- Théorie de la classification professionnelle

*Les moyens :

- L'offre d'emploi
- Le service public du placement
- Les agences de placement
- La publicité et le recrutement en ligne
- Les cabinets de recrutement / chasseurs de tête
- La mise à disposition de salariés
- Le portage salarial

*Les processus :

- Les processus licites
- Les processus illicites

2° - L'embauche du candidat et le contrat de travail

*La vérification de la liberté du salarié

*La notification d'embauche et la remise du « livret d'accueil »

*La vérification de l'aptitude à l'emploi :

- *Quid* de la visite médicale ?
- La période d'essai

Séance 3 : Le lien de subordination et l'employeur :

1° - L'autorité de l'employeur

*Règlement intérieur et notes de service

*Les techniques licites de surveillance du salarié

2° - Quelles limites à l'autorité de l'employeur ?

*Les techniques illicites de surveillance du salarié

*Le situations périphériques participant à la vie professionnelle : réseaux sociaux, team building et évènements participatifs … consommations de produits réglementés et illicites.

3° - Intermédiation et parasubordination.

Séance 4 : Le lien de subordination et le salarié :

1° - Les interdictions d'emploi

*Du fait de l'âge

*Du fait du sexe

2° - Les interdictions des discriminations

*Les discrimination illicites

*Les discriminations licites

3° - L'interdiction des agissements sexistes

4° - Les libertés des salariés

*La liberté d'expression individuelle et collective

*La liberté de grève

*Le principe de neutralité

5° - La qualité des conditions de travail

*L'environnement du salarié

*Le salarié et l'environnement

6° - Travail et vie privée

*La vie privée au travail : les étapes et les événements de la vie personnelle du salarié face à son employeur et ses collègues

*Le travail dans la vie privée : télétravail, droit à la déconnexion et « société électronique » …

Séance 5 : Les clauses du contrat de travail, étude détaillée :

1° - La force obligatoire du contrat de travail et les modalités de modification du contrat de travail

2° - Les clauses essentielles du contrat de travail

*Les clauses d'identification des parties

*La clause relative à la période d'essai

*La clause de secret et la clause de discrétion professionnelle

*La clause de qualification / de classification professionnelle

*La clause de rémunération et le principe d'égalité de rémunération

*La clause de domicile et la clause de résidence

*La clause de mobilité

*La clause d'objectifs et la clause de quota

*La clause de durée du travail et la clause d'horaire

*La clause d'exclusivité

*La clause de délégation de pouvoirs

*La clause d'invention des salariés et le droit de l'immatériel

*La clause relative à la tenue vestimentaire

*La clause de garantie d'emploi

*La clause de dédit-formation

*La clause de conscience

*La clause limitant la faculté de licenciement

*La clause de non-concurrence

*La clause de respect de la clientèle /la clause de non-démarchage.

Séance 6 : Les épreuves de la vie professionnelle : *Bonheur et travail ?*

1° - L'interdiction des situations de harcèlement

*Le harcèlement moral

*Le harcèlement sexuel

2° - Maladie, décès et accidents du travail

*Santé physique

*Santé psychique

3° - La fin du contrat de travail

*La fin imposée

*la fin désirée

4° - *Quid* du « bonheurisme » et « wellness washing » ?

MATERIEL PEDAGOGIQUE

Les documents pédagogiques (spécifiquement le document de cours) soumis aux étudiantes et étudiants font, dans leur ensemble, totalement partie intégrante des connaissances devant être maitrisées. L'acquisition de leur contenu est soumise aux mêmes évaluations que les connaissances transmises dans le cadre du cours.

Ouvrages :

Code du travail : legifrance.gouv.fr

E.PESKINE, Droit du travail, Dalloz

G.AUZERO, D. BAUGARD, E. DOCKES, Droit du travail, Dalloz

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Les acquisitions intellectuelles et techniques du cours impliquent :

* Une **pédagogie active de l'enseignant** dans le cadre **d'échanges interactifs** avec les étudiantes et les étudiants.

*Les études

- légistiques
- de casuistique jurisprudentielle
- de clauses contractuelles

*Les **travaux personnels** d'approfondissement de la matière.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

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***Travail personnel** : procéder à un recensement régulier des connaissances acquises. « Rien n'est jamais acquis à l'homme : ni sa force, ni sa faiblesse » (Louis Aragon)

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contrôles continus	*Individuel / 30 min*	*50 %*
Assiduité en cours	*Individuel*	*50 %*

Précisions complémentaires :

Le contrôle continu dans le cadre de l'expression de la liberté pédagogique prend en considération de manière cumulée :

* la **participation et l'assiduité** consécutives à la présence obligatoire en cours. Le niveau de participation de chaque étudiante et étudiant est déterminé souverainement par le professeur dans le cadre du principe de la liberté pédagogique.

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Un **document détaillé relatif au contrôle des connaissances** est porté à la connaissance des étudiantes et étudiantes par les moyens mis à disposition par l’établissement

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EUROPEAN VALUES: LEGAL, PHILOSOPHICAL AND POLITICAL ISSUES

Teachers: **John LOUGHLIN & Louise FROMONT**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

LAW POLICY SOCIETY VALUES HUMAN RIGHTS

SYNOPSIS

This course will examine the philosophical and political origins of the values of the European Union laid out in Art 2 of the TEU as well was the legal challenges linked to Member States compliance. It will examine how these values are embodied in a unique system of multilevel governance and how the EU is responding to contemporary challenges to these values.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The course will be divided into two parts. The first part will examine European values from a legal perspective. It will present how European values are legally embed in the European legal order and which values are covered. It will then focus on the rule of law toolbox at the disposal of the European institutions to ensure the respect for European values. This rule of law toolbox includes tools derived from the European treaties (article 7 TEU and infringement procedures) as well as tools created in response to the "rule of law crisis" the EU is facing for more than a decade. The course will engage in a discussion on the economisation of the European values through the mechanisms of the internal market and the European economic governance.

The second part will examine the philosophical and historical foundations of the European values outlined in Article 2 TEU which are respect for human dignity, freedom, democracy, equality, respect for human rights including the rights of people belonging to minorities. It will examine some of the challenges to these values that have arisen during the late 20th and the 21st centuries by Euroscepticism, populism, and far-right movements. Finally, it will examine the nature of the EU as a unique system of multilevel governance and how this system can help to develop new understandings and expressions of democracy through the application of the principles of subsidiarity and proportionality as well as deliberative democracy.

Principal Items:

European values; Judeo-Christian, Renaissance, Reformation and Enlightenment philosophical roots; the modern nation-state; market-based economic models; liberal democracy; rule of law; human rights; human dignity; conditionality; economisation.

Pedagogical Objectives:

At the end of the course, the student will understand the different religious, philosophical and ideological movements which have contributed to the creation of a distinctive European civilisation. They will understand the paradox of movements towards fragmentation into nation-states have run parallel for movement towards European unity based on the possession of common values in the European Union. They will also understand the ways in which the EU is unique among international organisations by possessing a common set of values and a system of law but also how these are being contested today by Eurospectic and anti-democratic movements. In addition, they will understand the legal tools and challenges linked to the respect for the European values. They will be able to have a critical assessment of the European strategy to protect the European values.

Skills:

The skills developed in this course include analysis of contemporary European politics and policies and some of the challenges to these by the growing number of movements who challenge them. The course will involve case studies and group exercises in which students will prepare position papers on topics such immigration, climate change, gender ideology, and different aspects of democracy in Europe. At the end of the course, students will be able to have a legal reasoning in the area of European values and will be able to use various EU constitutional law tools.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: European Values and the EU Rule of Law Toolbox.

Session 2: Focus on the legal challenges linked to certain European values.

Session 3: Economisation of European Values.

Session 4: The philosophical foundations of European Values.

Session 5: Challenges to European Values in the 21st century.

Session 6: Multilevel Governance and the development of new models of deliberative democracy.

TEACHING MATERIALS

Books:

François FORET and Oriane CALLIGARO (eds.) European Values: Challenges and Opportunities for EU Governance, Routledge, 2020.

Pierre BRÉCHON and Frédéric GONTHIER (eds.), European Values: Trends and Divides over Thirty Years, Brill, 2017.

Wil ARTS and Loek HOLMAN, European Values at the Turn of the Millenium, Brill, 2004.

Richard YOUNGS, Rebuilding European Democracy: Resistance and Renewal in an Era of Authoritarianism. I B Taurus, 2021

Arthur Benz, Policy change and innovation in multilevel governance, Edward Elgar, 2021

P. Craig and G. De Burca (eds.), *The Evolution of EU Law*, 3rd éd., OUP, 2021.

R. D. Kelemen, “The European Union’s failure to address the autocracy crisis: MacGyver, Rube Goldberg, and Europe’s unused tools”, *Journal of European Integration*, 2023.

L. Fromont and A. Van Waeyenberge, “Trading Rule of Law for Recovery? The New EU Strategy in the post-Covid Era” (2022) *European Law Journal*, pp. 1-16.

Digital Resources:

- https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/story-von-der-leyen-commission/strengthening-democracy-and-rule-law_en
- https://epale.ec.europa.eu/en/resource-centre/content/about-european-values-guide-learning-and-teaching
- https://hooghe.web.unc.edu/wp-content/uploads/sites/11492/2020/11/2020_hooghe-marks-schakel_multilevel-governance_reduced-size-Caramani.pdf

TEACHING METHODS

The teaching methods will consist of the following methods:

- Lectures using PowerPoint including question and answer sessions between the lecturer and the student.
- Critical reading of case-law of the CJEU and articles.
- Group work involving students presenting short research-based paper with feedback from other students.
- Case studies devoted to developing an EU policy in specific areas: climate change, participatory democracy, fundamental rights, etc.

WORK AND EVALUATIONS

Work requested:

One paper to be presented in a group session.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Writing exam	*1h30 individual*	*100 %*

BIOGRAPHY

Professor **John Loughlin** is Emeritus Fellow of St Edmund’s College, University of Cambridge, Senior Research Fellow of Blackfriars Hall, University of Oxford, and Emeritus Professor of European Politics in Cardiff University. He was a Senior Expert Advisor to the EU’s Committee of the Regions *High Level Group on European Democracy* which prepared the CoR submission to the Conference on the Future of the European Union. He has chaired expert groups on decentralisation, regional and local government and democracy for the EU, the Council of Europe, and UN-Habitat.

He is co-editor of *The Oxford Handbook of Regional and Local Democracy in Europe* (OUP 2010) and *The Routledge Handbook of Regionalism and Federalism* (Routledge 2013) and has authored and edited many books and articles on these themes as well as on religion and the modern state and on human dignity.

Louise Fromont is an associate researcher at HEC Paris. Louise holds a PhD in law from the Université libre de Bruxelles. Before joining HEC Paris, Louis was a post-doctoral researcher at the Belgian fund for scientific research and worked for the *ULB Equaltiy Law Clinic* and the *Refugee Law Clinic.* Her research and teaching activities relate mainly to Economic and Monetary law, European values and fundamental rights, European litigation and Eu constitutional law. Besides her academic activities, Louise is also “régente” at the Belgian national bank.

Back to summary

PERSONAL DEVELOPMENT

FIND YOUR PURPOSE

Teachers: **Julie CABANEL, Denise DAMPIERRE, Sophie-Marie GILBERT-DESVALLONS**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	30	In-person

Keywords:

COMMUNICATION PERSONAL DEVELOPMENT SOFT SKILLS

SYNOPSIS

Find your Purpose is an experiential course designed to help M1 students define their professional project and overcome certain obstacles to getting there. It consists of six 3-hour workshops, led by certified coaches who are experts in professional evolutions, and who accompany young graduates to find their own path.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

This course is experienced as an exploration path in 6 steps.

At each step, you will benefit from the know-how of a coach specialized in the subject, and from time to time from the inspiring testimony of a professional.

Principal Items:

Professional and personal purpose, career path, Ikigai, personality.

Pedagogical Objectives:

At the end of the course, the student will be able to:

- Clarify their skills and potential
- Develop self-esteem
- Strengthen their ability to network
- Find their purpose and clarify their professional project – from their gap year to the longer term
- Present their project in a clear, impactful, and inspiring way.

Skills:

Carve one's own path and professional project, in all conscience.

Course organization - detailed outline:

6 sessions of 3 hours, once per week, on Monday, during one bimester.

- **Session 1, Workshop 1:** "Dare" in all dimensions, whether it is daring to trace your path, daring to go towards, daring to confront, daring to be uncomfortable... Thanks to the techniques of improvisational theater, daring becomes a game.
- **Session 2, Workshop 2:** "Tree of Life" to continue learning about yourself in a more metaphorical way. The workshop also allows you to start projecting yourself into the future and give meaning to your future path.
- **Session 3, Workshop 3:** "Ikigai 1/2" to go a step further in the exploration of your personal purpose. A powerful tool to further clarify your personal ambitions.
- **Session 4, Workshop 4:** "Ikigai 2/2" to go a step further in the exploration of your personal purpose. A powerful tool to further clarify your professional objectives.
- **Session 5, Workshop 5:** Testimonials from 2 HEC Alumni and workshop led by HEC coach.
- **Session 6, Workshop 6:** "Final pitch" to fully assert your project and get ready to reveal it – and move towards it.

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

- Alternating experiments and explorations with role playing,
- Visualizations,
- Alumni testimonials,
- Exchanges and feedback.

This course is led by 3 specialized coaches, accompanied by inspiring alumni with rich backgrounds. It is designed to help you dare to walk the path that is made for you.

WORK AND EVALUATIONS

Work requested:

Individual work (see below).

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Individual work: Preliminary work and Final Pitch		*40%*
Quality of student participation in and between the sessions	*8h Group*	*60%*

Additional details:

Respect & confidentiality; no laptop; full responsibility of presence/absence.

Attendance: As a reminder, if you miss more than two sessions, your grade is F.

- **Individual works (40% of final grade)**
  - Paper #1: Preliminary work
  - Paper #2: Final pitch & action plan
- **Quality of your participation in and between the sessions (60% of final grade)**
  - Constructive attitude to create a safe and benevolent atmosphere,
  - Respect of the rules set within the group,
  - Respect for others,
  - Efforts put into doing the exercises,
  - Preparation of sessions.

BIOGRAPHY

Julie CABANEL: Workshop 1 "Dare"

Expert in improvisational theater, Julie is an occupational therapist. She regularly intervenes with young managers and teams to bring about a radical change through improvisation.

Denise DAMPIERRE: Workshop 2 "Tree of Life"

Havard Business School MBA and manager of cross-cultural teams, Denise leads concrete workshops to build emotional intelligence and teamwork skills.

Sophie-Marie GILBERT-DESVALLONS: Workshops 3, 4 "Ikigai" **and 6** “Pitch”

Trilingual Soft Skills Trainer, Certified Public-Speaking Consultant, Sophie-Marie is an Ikigai Facilitator and State-Qualified Coach. She specializes in public speaking and Ikigai, her personal passion. She is enthusiastic about everything related to life transitions in general, and career guidance in particular

AUTHENTIC LEADERSHIP

Teacher: **Anne MASSON**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	S1	English	15	In-person

Keywords:

PERSONAL DEVELOPMENT SELF-AWARENESS LEADERSHIP TEAMWORK SOFT SKILLS

SYNOPSIS

The course will be mostly experiential and participative, inviting each student to explore and develop his/her own style of leadership through personal reflection and group work, games, a questionnaire and times for sharing and feedback – plus of course some theory on human behavior, leadership and effective teamwork.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

How can you change the world without changing yourself? Without awareness of your own functioning, your own behavior and your own leadership style? We sometimes observe that leaders engaged in major environmental and/or social challenges face the risk of wanting to save the world without first exploring their own behavior and managing habits, which might lead to burn-out.

These issues often come to professionals much too late: while holding high-stake management positions, they see the impact of their behavior on their teams and organizations without keys to understanding how leadership and interpersonal relationships work. Some professionals decide to be coached. But is it necessary to wait for so long before acquiring keys that will help you understand yourself and develop effective leadership? We are convinced that it is our responsibility to offer such keys as soon as possible to the students who will make the world of tomorrow, and who feel ready to explore leadership and teamwork.

Yet change cannot be learned – it is to be experienced. We offer an experiential approach based on the principles of The Human Element®, a tried and tested methodology to explore and develop your own style of leadership and to improve teamwork.

Principal Items:

The Human Element®/ Leadership Styles / Interpersonal Relations / Improved Self-Awareness

Back to summary

Pedagogical Objectives:

- Develop leadership skills based on self-awareness
- Increase clarity on your own identity, values and purpose
- Understand your behavior and the reactions of others to it
- Learn how to identify and overcome relational blockages
- Learn how to implement successful team dynamics

Skills:

In a professional situation, and especially when leading a team or participating in teamwork, students will be able to create and develop more effective teamwork by being more aware of their own leadership style and behavioral preferences, and of the fact that other team members may have different preferences in terms of “Inclusion, Control and Openness” (the three key dimensions of human behavior according to Will Schutz). They will be more able of creating a work environment in which each team member feels important, competent and appreciated, therefore providing ideal conditions for productive and pleasant teamwork, taking into account compatibilities and reducing the risk of defense mechanisms and rigidity setting in. By being more self-aware, students will hold valuable keys to be more flexible and agile in their interpersonal relations.

Course organization - detailed outline:

This 18-hour course is organized in a "seminar” format, divided into **two one-and-a-half day modules**.

The modules will be mostly experiential and participative, inviting each student to explore and develop his/her own style of leadership through personal reflection and group work, games, a questionnaire and times for sharing and feedback – plus of course some theory on human behavior, leadership and effective teamwork. More specifically, the modules will cover:

<u>Session 1</u> (9 hours):

- Presentation of the course: introducing the approach and its key concepts (1 hour)
- Creating the group and learning the first stages of effective teamwork (1 hour)
- Authentic leadership, yes –but what is leadership: working towards a definition of leadership (2 hours)
- Discovering the three dimensions of human behavior (ICO: Inclusion, Control, Openness) according to W. Schutz (0.5 hour)
- Exploring and better understanding your ICO behavioral preferences and potential rigidities, understanding and accepting others in their behavioral differences (2 hours)
- Exploring feelings of significance, competence and likeability (0.5 hour)
- Understanding potential fears and how they may impact your leadership (0.5 hour)
- Identifying your coping mechanisms (0.5 hour)
- Identifying areas of desired change and how to implement it (1 hour)

Session 2 (9 hours):

- Group re-inclusion, reviewing concepts and measuring progress (1 hour)

- Exploring the concept of authenticity and the way you "tell your truth" in order to develop authentic leadership (0.5 hour)

- What makes a high-performance team: working towards a better understanding of effective teamwork in relation with ICO concepts (1.5 hours)

- The specificity of multi-cultural teams (1 hour)

- Exploring values and their impact on decision-making (1 hour)

- Exploring behavioral compatibilities and their effects on team productivity and potential rigidities in teamwork (2 hours)

- Applying concepts to a group project (1 hour)

- Defining an individual action plan to implement concepts and develop your own leadership style (1 hour)

TEACHING MATERIALS

Books:

"The Truth Option" by Will SCHUTZ

"The Human Element: Productivity, Self-Esteem and the Bottom Line" by Will SCHUTZ

Written test on Authentic Leadership

Digital Resources:

https://www.thehumanelement.com/articles/

TEACHING METHODS

Presentation of concepts (explanations + slides and graphics on paperboards)

Times for personal reflection on concepts

Work in sub-groups

Games and role-play

Questionnaire

Times for sharing and feedback

WORK AND EVALUATIONS

Work requested:

Written test on Authentic Leadership + Personal action plan

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
The quality of student involvement during the sessions: presence, engagement, participation in group discussions and activities		*75%*
The writing of the final project (article on Authentic Leadership)		*25%*

Additional details:

Attendance: as a reminder, if you miss more than two sessions, your grade is F.

BIOGRAPHY

A graduate from the ESIT translation school in Paris and a passionate entrepreneur, **Anne Masson** started her career by founding and developing the first translation agency specializing in fragrance & cosmetics, addressing the needs of major names in the pharmacy and luxury beauty sectors. Ten years ago, she created her own coaching and consulting brand, and now works as a professional coach for leaders and their teams, as well as facilitating workshops and seminars focusing on soft skills, leadership, teamwork & career development. Anne is a licensed Human Element® and Implicit Career Search® practitioner, and also trained in Narrative Practices.

BUSINESS ETHICS

Teacher: **Aurélien FEIX**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SOCIETY ORGANIZATION SUSTAINABILITY MANAGEMENT HISTORY PHILOSOPHY ETHICS

SYNOPSIS

Moral questions are of central importance in contemporary business and organizational life. Traditional management competences need to be complemented by moral discernment. This course will be dedicated to a broader reflection on the role of morality in our economy: students will become acquainted with basic ethical theories and approaches and get sensitized to the intricacies of business-related moral issues. We will discuss such issues both at an individual, and at a broader socio-organizational level.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The course provides an introduction to business ethics. It is aimed at students who are interested in questions of morality and curious about moral philosophy and moral psychology. It is structured in three main parts: Sessions 1 and 2 are devoted to introducing students to basic concepts and theories in terms of ethics that are essential for them to be able to engage in thorough ethical reflection. Sessions 3 and 4 are dedicated to the interplay between morals and business at a social and organizational level. Session 5 will dig into the socio-cognitive processes of moral reasoning and decision-making. Session 6 will be dedicated to classroom discussions on selected business issues of moral concern.

Principal Items:

Moral philosophy, social psychology

Pedagogical Objectives:

At the end of the course, students will:

- Have gained a sense of the complexity of questions of morality in business contexts;
- Have acquired fundamental knowledge about business ethics, which will help them to build an informed opinion on moral issues in business contexts;

- Have practiced their moral reflexivity, i.e., their ability to reflect on moral norms and judgments, including their own

Skills:

In a professional situation, the student will:

- Be able to identify morally loaded situations (such as moral dilemma) and reflect on them more thoroughly and systematically;
- Be able to identify situations that present an increased risk of immoral conduct;
- Know about possible remedies to moral hazard.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Introduction to ethics and business ethics

Having discussed the relevance of morality in the contemporary business environment, we will lay the conceptual foundations for the course, by defining key terms such as “morals”, “ethics”, and “business ethics”. Students will furthermore be briefly introduced to the four main branches of ethics: descriptive ethics, meta-ethics, normative ethics, and applied ethics.

Session 2: Normative ethics

We will discuss each of the four branches of ethics in further detail, by putting the focus on normative ethics. Five main normative ethical theories will be examined more closely: deontological ethics, consequentialist ethics, virtue ethics, rights-based ethics, and Hans Jonas’ ethics of responsibility. We will discuss the merits and limits of these theories as well as their relevance in contemporary society.

Session 3: The interplay between business and morals (1/2)

We will discuss different conceptions of the interplay between business and morals. Having shown that the classical “Friedman-Freeman” debate does not cover the spectrum of positions taken on this subject, we will turn to alternative views of how business and morality should be articulated with one another. We will furthermore discuss problems at the interface between business and morality, notably the “tragedy of the commons”.

Session 4: The interplay between business and moral (2/2)

We will trace back the origins of the currently prevailing understanding of business firms’ societal role and discuss problems that this understanding entails. We will furthermore discuss the ethical implications of current dynamics in the business world, such as the tendency towards “commodification” and the increased “moralization” of economic discourse.

Session 5: The difficulty of doing “good”

Based on insights from social psychology, we will discuss cognitive and social mechanisms—such as obedience to authority, groupthink and moral disengagement—that can lead to the infringement of one’s own moral principles, and how this matters in business contexts.

Session 6: Presentations and classroom discussions

Students will present and discuss their reflections on selected business issues of moral concern

TEACHING MATERIALS

Books:

- Aristotle. Nicomachean Ethics (Translated by W.D. Ross). Book II
- Freeman, R. E. 2008. Managing for Stakeholders. In Ethical Issues in Business. *Prentice Hall*
- Friedman, M. (1970, September 13). The Social Responsibility of Business is to Increase its Profits. *The New York Times Magazine*, pp. 33-33, 122-126.
- Foot, P. (1997). Virtues and vices. *Virtue ethics,* 163-177.
- Gioia, D. A. (1992). Pinto fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics,* 11(5-6), 379-389.
- Palazzo, G., Krings, F., & Hoffrage, U. (2012). Ethical blindness. *Journal of Business Ethics,* 109(3), 323-338.
- Ricoeur, P. (1990). Éthique et morale. *Revista portuguesa de Filosofía,* 5-17 (for French speakers – text will be briefly discussed in class)
- Sandel, M. J. (2013). Market reasoning as moral reasoning: why economists should re-engage with political philosophy. *Journal of Economic Perspectives,* 27(4), 121-40.
- White, J., Bandura, A., & Bero, L. A. (2009). Moral disengagement in the corporate world. Accountability in Research, 16(1), 41-74.

Digital Resources:

N/A

TEACHING METHODS

Lecture-based classes with classroom discussions

WORK AND EVALUATIONS

Work requested:

Students are expected to:

- come to class prepared, i.e., having read and reflected the required readings (from session 2 onwards);
- submit at least two individual assignments;
- listen and actively participate in class, in particular during session 6.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Individual assignments	*8h*	*80%*
Presentation and classroom discussion	*4h*	*20%*

BIOGRAPHY

Aurélien Feix is Assistant Professor at TBS Business School, Toulouse, France. His research interests focus on business ethics and corporate social responsibility and were notably published in Business & Society and Journal of Business Ethics. Aurélien holds a PhD in Management from the University of Lausanne and worked as a research fellow at HEC Paris' Society & Organizations Institute between from 2018 to 2020. Prior to his PhD studies, Aurélien worked as a management consultant.

CHOISISSEZ UNE CARRIERE ET UN STAGE QUI VOUS RESSEMBLE !

Enseignant : **Camille FITOUSSI**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B2	Français	15	Présentiel

Mots-clés :

FORCES ET COMPETENCES   CONNAISSANCE DE SOI   RAISON D'ETRE   LEADERSHIP   VISION

SYNOPSIS

Grâce à des exercices pratiques, des témoignages inspirants et des méthodes de décision éclairées, les étudiants apprennent comment aligner leur histoire, leurs compétences, leurs aspirations et les besoins du monde d'aujourd'hui pour trouver le bon stage et façonner une carrière qui leur ressemble.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Qu'est ce qui fera que vous serez épanoui.e dans votre travail ? Comment savoir que vous êtes à votre place ? Par l'identification de ce que vous aimez faire profondément et de ce à quoi vous avez envie de contribuer dans le monde d'aujourd'hui, vous comprendrez le sens que vous souhaitez donner à votre travail. Là où votre passion, votre vocation, votre mission et votre profession se rejoignent se trouve votre raison d'être.

Ce cours vous permettra d'apprendre à mieux vous connaitre par la mise en avant de vos forces, compétences, valeurs et moteurs. Vous aurez ainsi une meilleure compréhension de ce qui fait votre unicité et votre valeur ajoutée.

Fort de cette prise de conscience, viendra ensuite la définition de vos aspirations, ce qui vous fait vibrer, votre finalité au travail, votre environnement de travail idéal, vos priorités et objectifs de vie.

Enfin vous pourrez formaliser le projet professionnel qui répondra le mieux à vos attentes et au sens que vous souhaitez lui donner. Vos objectifs de carrière seront identifiés ainsi que le plan d'action pour y arriver

Thèmes principaux :

Connaissance de soi - identification de projet professionnel - orientation de carrière - leadership

Objectifs Pédagogiques :

- Pitcher ses forces et compétences, savoir les illustrer par des exemples
- Développer son leadership à partir d'une meilleure connaissance de soi

- Gagner en clarté sur son identité, ses envies et son objectif de vie
- Savoir choisir le meilleur stage adapté à son projet

Compétences développées :

- Toutes les compétences sociaux-émotionnelles utiles en entreprise (intelligence relationnelle et émotionnelle, communication, qualités interpersonnelles,..)
- Intelligence émotionnelle - Comprendre ses schémas de pensées et comportements
- Affirmation de soi et leadership - alignement avec son moi profond

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Séance 1 : Connaissance de soi et de sa valeur ajoutée

Identifier ses forces, compétences, valeurs et moteurs afin de mieux se connaitre

Test de personnalité

Séance 2 : Définir ce que vous aimez faire, ce qui est source d'épanouissement

Comprendre ce qui vous fait vibrer, vos sources de motivation, vos rêves et aspirations

Séance 3 : Workshop Vision board

Créer un espace - afin de réfléchir sur vos aspirations et objectifs - qui servira comme support de réflexion à ce que nous voulez et comment vous vous le représentez

Séance 4 : Comprendre le sens que vous souhaitez donner à votre carrière

Quelle finalité vous souhaitez donner à votre carrière

Séance 5 : Quel projet professionnel répond le mieux à vos attentes

Identifier votre projet professionnel, les étapes pour y arriver – de quelles ressources vous disposez pour y arriver

Séance 6 : Écrire son plan d'action pour obtenir le stage aligné avec son projet professionnel

Mise en action

MATERIEL PEDAGOGIQUE

Ouvrages :

Ikigai, The Japanese secret to a long and happy life by Hector GARCIA and Francesc MIRALLES

Ressources numériques :

Tests en ligne : Big 5, 16 personnalités…

METHODES PEDAGOGIQUES

Ateliers interactifs

Coaching de groupe.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Projet professionnel et son plan d'action - identification des étapes pour sa réalisation, choix du stage en accord avec le projet

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation et motivation	*Individuel tout au long des séances*	*50%*
Plan d'action final	*3h individuel*	*50%*

BIOGRAPHIE

Camille Fitoussi accompagne depuis 10 ans des dirigeants et des jeunes professionnels, en France et à l'étranger. Elle encourage chacun à trouver sa voie et exprimer sa voix, pour se donner les moyens de réaliser ses rêves ! Elle est Coach Professionnelle certifiée, Formatrice et Praticienne MBTI. Co-auteur du livre *L'ADN du Coaching*, et créatrice du podcast *Move & Meet*. Elle partage son expertise lors de conférences "Oser Explorer l'inconnu" et anime des tables rondes et des ateliers sur le recrutement et l'engagement des jeunes. En parallèle, elle enseigne les Soft Skills, et notamment la prise de parole, dans des Masters d'Écoles de commerce, d'ingénieurs, de communication et de journalisme

THE ART OF PRESENTATION: MEDIA TRAINING

Teacher: **Marina YALOYAN**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	15	In-person

Keywords:

PERSONAL DEVELOPMENT   COMMUNICATION   MEDIA

SYNOPSIS

"Words have incredible power. They can make people's hearts soar, or they can make people's hearts sore." **– Dr. Mardy Grothe**

Public speaking can be extremely powerful. It is what creates a leader, as the greatest leaders throughout history used powerful words to communicate ideas, to stir emotions, to galvanize audiences and to inspire allegiance. Every time you, as a future leader, will get a chance to speak in front of journalists, whether it is a TV program, an interview, or a press conference, you may miss a rare opportunity of self-promotion by failing to pass a clear message to the public about yourself and your company. The challenges are numerous: stress, weak communication, strategic mistakes, tricky questions from journalists can all stand on the way of potential success.

In this course you will learn the basics of how to deal with journalists or with regular audiences, how to construct your message, how to communicate effectively in any given situation. We will also develop numerous public speaking and performance skills that that will dramatically raise your level of comfort in front of an audience. Just imagine yourself a leader and come to class ready to explore and to learn!

DETAILED DESCRIPTION

Prerequisites:

Intermediate English level

Course overview (executive summary):

We will spend the first part of the class reinforcing your creativity and confidence. Firstly, we will learn a maximum number of tools and media training techniques, such as opening and closing, essential message, organization, repetitions, voice power, metaphors, body language, factual, emotional, and abstract registers that you can use to your advantage when addressing an audience. Then we will practice the techniques learned by doing a persuasive presentation and a crisis communication press conference with Q&A.

Principal Items:

Potential themes: leadership in a globalized world, the stage of power and the power of the stage, overcoming stage fright, leadership through public speaking, media training.

HEC PARIS

Pedagogical Objectives:

To provide students with the maximum number of tools, such as critical thinking, creativity, confidence, persuasion, strong content and organization, positive body language, vocabulary, etc. when speaking in front of journalists, as well as small and large audiences.

Skills:

- Leadership skills
- Public speaking, eloquence, clarity, and organization
- Confident presence in front of small and large audiences
- Art of persuasion and ability to market good ideas
- Crisis communication techniques
- Successful Q&A techniques
- Critical thinking
- Creativity
- Teamwork

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1	General Intro to Public Speaking Opening / Closing a Speech Structure	Discussion: Who are the speakers who inspire you and why? What are the techniques they use? How to they construct their image? -Set an objective Chapter 1 of *Dynamic Presentations: Opening and Closing* Chapter 2 of *Dynamic Presentations: Smooth Structure* Skills: Structure / transitioning from one idea to another, vocabulary. Practice Exercise: ✓ Practice a creative opening and closing.
Session 2	Voice Power & Body language	Introduction to Persuasive Presentations Chapter 3A and 3B of *Dynamic Presentations: Voice Power* Skills: eloquence, persuasive vocabulary, emotional associations, accent, stress, clarity, diction. ✓ Practice delivering a scene Chapters 6 of Dynamic Presentations: *Body Language*

		-Skills: Learning confidence on stage, getting rid of 'tics' and useless gestures, addressing stage fright. Body language Choose a subject you feel strongly about and prepare a short presentation on it. Try to make your main points as graphic and dramatic as possible.
Session 3	Rapport Building, Impact techniques, and Storytelling	Final touch: Chapters 7A and 7B of Dynamic Presentations: Rapport Building Skills: Appealing to the five senses, rapport vocabulary, rhetorical questions. ✓ Practice rapport building exercise. Chapters 8B of Dynamic Presentations: Impact techniques Skills: punchline, thinking in groups of three, rhetorical questions, contrasts and opposites. Chapters 9A of Dynamic Presentations: Storytelling Skills: involving the audience, creating drama, signalling the end of the story, establishing credibility, delivering the punchline, setting the scene. ✓ Start preparing for your First Presentation.
Session 4	Persuasive presentation due	Your group presentation is due
Session 5	Crisis Communication & The Essential Message	✓ What is the Essential Message or how do journalists perceive information? ✓ How to create a clear essential message that will carry you through your crisis communication press conference. ✓ Tackling Q&A ✓ TV on-camera techniques Skills: Managing clear content and tricky questions through five Ws (who, where, what, when and how?) ✓ Assignment: In class, create the essential message for your company's crisis communication press conference Prepare for the press conference
Session 6	Press conference due	Your final press conference with Q&A is due! Final critique

TEACHING MATERIALS

Books:

Dynamic Presentations by Mark POWELL, Cambridge University Press

Digital Resources:

N/A

TEACHING METHODS

Role plays, hand-on exercises, listening exercises, dynamic discussions, case studies.

WORK AND EVALUATIONS

Work requested:

Participation in all the activities and exercises we do in class is key! Your grade will consist of active participation, a persuasive presentation and a press conference with Q&A.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class participation (exercises) and attendance		*30%*
Persuasive presentation		*30%*
Crisis communication press conference with Q&A		*40%*

BIOGRAPHY

Marina Yaloyan is an American French journalist, a director of International Affairs at the Parliamentary Journal (Journal du Parlement) in Paris, France and a correspondent for the European Committee (Comité de l'Europe). In the past she worked for television: CNN, France 24 and M6, then UNESCO where she was a language editor at Courier.

She has been teaching various courses, including Geopolitics, International News, Art of Presentation, Public Speaking, Media Training, Global Issues and Business English for the past 12 years at top business schools and universities including HEC, ISC and Celsa (Sorbonne). She has also extensive experience in the corporate world teaching Media Training to CEOs and top managers. She graduated with summa cum laude from UCLA (Los Angeles) in English Literature and from Columbia University (New York) in Broadcast Journalism. She is fluent in five languages and is passionate about current events, literature, history, art, traveling, and fashion

BECOME A CHANGEMAKER: BUILD A CAREER WITH PURPOSE AND IMPACT

Teacher: **Bénédicte FAIVRE-TAVIGNOT**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	30	Blended

Keywords:

SUSTAINABILITY SOCIETY PERSONAL DEVELOPMENT PROFESSIONAL PROJECT

SYNOPSIS

This course aims at helping the students increase their self awareness, try to define their purpose and professional project.
It is based on the Coursera MOOC 'Become a changemaker: build a career with purpose and impact'. It also uses well known approaches like the MBTI and the Career Anchor's questionnaire.

It also leverages the collective intelligence through co-development sessions

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The world is changing, and so are we (or must we!). Sustainability stakes are constantly challenged, new economies (circular, collaborative, functional, social business) are emerging, new ways of interaction and communication (2.0, social networks, makers movements, etc), are impacting our daily life and our organisations.

Companies, NGOs, international institutions, territories and so on have to reinvent their (business and governance) models, adapt their strategies and deeply reshape their governance.

All the changes require one fundamental capacity: adaptive leadership that is based on a fundamental knowledge of yourself and adequate communication skills. Hence, this course is based on the conviction that organizations that are conducting necessary transformations must rely on "change makers": inspirational leaders or managers, "intrapreneurs" or "entrepreneurs" who are able to make a difference and lead this collective change. Developing such a leadership requires a good self-awareness and the ability to identify one's own contribution or mission – as well as the ability to lead and collaborate in diverse teams and conditions.

And as M1 students, you also have to choose a gap year, but many of you are often not clear about your professional project and the choices to make for the gap year.

Some of you feel concerned about social and environmental challenges, but also feel a bit overwhelmed by their number and depth.

You may want to be part of the solution through a 'for impact job', but you may wonder:

- What are the issues that fit important needs and also correspond to who I am, to my qualities, my talents, and what gives me energy?

- In which kind of work can I have an impact and be happy and self-fulfilled at the same time?

The objective of this course is to help you ask yourself the right questions and start answering them.

It will be based on:

1- the Coursera MOOC 'Become a change maker: build a career with purpose and impact', that HEC designed with the Social Enterprise "Ticket 4 Change".

2- some additional tools that will be also proposed like the MBTI and the 'Career Anchor' questionnaire, to increase your self-awareness; to be done also before the 2nd and 3rd face2face sessions of the course.

The 1st session will introduce the whole approach. During these 2nd and 3rd face2face sessions we'll debrief the different questionnaires and tools and propose you some co-development approaches.

Principal Items:

Impact, Sustainability, Self awareness, Leadership

Pedagogical Objectives:

Through the course, you will:

- **Objective 1**: develop a better self-awareness. This is the first step to further developing your leadership competencies. Identify your own strategies of success while identifying the potential areas of progress
- **Objective 2**: better understand the others as well
- **Objective 3:** precise your professional project

Skills:

Self awareness. Sense of purpose and impact. Leadership.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Face 2 face session: Introduction, case study, testimony of a young HEC alumni and presentation of the whole approach (including the Mooc and different tools).

Session 2: Online - Mooc: module 1,2 and 3

Session 3: Face 2 face session: debrief of module 1,2 and 3 and co-development

Session 4: Online - Mooc: module 4 and 5

Session 5: Face 2 face session: debrief of module 4 and co-development

Session 6: Face 2 face session: presentation of the portrait of a changemaker, debrief of module 5, and conclusion

NB. Sessions 3, 5 and 6 will start with a quiz on the issues of the Mooc's modules required to do in sessions 2 and 4.

TEACHING MATERIALS

Books:

N/A

Digital Resources:

Coursera MOOC: Become a changemaker: https://www.coursera.org/learn/changemaker

TEACHING METHODS

Testimonies

Online modules and quizzes

Case studies

Co-development

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation		*30%*
Portrait of a social entrepreneur (document & presentation)		*40%*
Final Essay: main take aways for yourself		*30%*

BIOGRAPHY

Benedicte Faivre-Tavignot is Associate Professor of Strategy.

She is co-founder 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) that became recently the Inclusive Economy Center. She cro-created also the HEC Master in Sustainable Development (2003).

She is board member of different foundations (Air Liquide Foundation, Schneider Electric and Michelin 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).

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She is certified on 2 behavioral approaches: The Human Element (Will Schutz) and MBTI

She worked before 15 years in the consulting industry, in Eurequip Consulting Group, and in Philips as a controller. She graduated from HEC (1988).

FACT – TRAINING AND FIELDWORK FOR LINGUISTIC MENTORING

Teacher: **Marina BURKE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	20	In-person

Keywords:

PERSONAL DEVELOPMENT COMMUNICATION CULTURE

SYNOPSIS

The "Linguistic Mentoring Program" is specifically designed to empower HEC students to mentor and teach English as a foreign language to peers undertaking Higher Education studies in a variety of fields suited to the needs of their learners (international matters, intercultural issues, citizenship etc.). Over the course of 18 hours divided into 6 three-hour sessions, this training program combines theoretical insights with practical experience to equip students with the essential skills and knowledge needed for effective language teaching. The course aims to foster a deep understanding of English language pedagogy while emphasizing the social impact of teaching, preparing students to be not only educators but also mentors and community leaders.

DETAILED DESCRIPTION

Prerequisites:

C1/C2 level in English

Course overview (executive summary):

The "Linguistic Mentoring Program" is specifically designed to empower HEC students to teach English as a foreign language to teenagers, focusing on community involvement and mentorship. Over the course of **18 hours divided into 6 three-hour sessions,** this training program combines theoretical insights with **practical experiences** to equip students with the essential skills and knowledge needed for effective language teaching. The course aims to foster a deep understanding of English language pedagogy while emphasizing the social impact of teaching, preparing students to be not only educators but also mentors and community leaders.

Throughout this program, students will engage in a dynamic learning environment where they will explore various teaching methodologies, develop comprehensive lesson plans, and implement practical tools and activities designed for diverse learner groups. Each session is crafted to build on the previous one, ensuring a cohesive and comprehensive learning journey. By the end of the course, students will have gained valuable experience in creating and delivering engaging content, assessing student progress, and utilizing technology in education. This training will not only enhance their teaching capabilities but also their ability to make a meaningful contribution to the community through linguistic mentoring.

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The pedagogical tools and training gained in these workshops will prepare students for on-site interaction with their mentee. Outside of workshop hours, the student must invest 15 hours of work including their mentoring hours. The final grade will be awarded after completion of the mentoring work and a linguistic mentoring certificate will be delivered upon successful completion of the full course

Students will apply the skills they have acquired in language workshops with high school and university students. **Three workshops of 2 hours will take place between the beginning of November and the Christmas break**

- An online workshop will be offered to secondary school students of the PACE programme (cultural discovery) On **one Wednesday from 4.30pm to 6.30pm**.

- Two in-person workshops will be organized as part of the partnership with the *Conseil Départemental des Yvelines* on **two Wednesdays from 5.30pm to 7.30pm** in Versailles or its surroundings

Pedagogical Objectives:

Community Leadership: preparing students to take on leadership roles within their communities. Students are trained to use their position as educators to influence and guide students positively, facilitating initiatives that benefit both individuals and the wider community.

Enhancing Teaching Skills: Equipping students with a thorough understanding of effective teaching methodologies and techniques that are specific to language teaching (managing classroom dynamics, lesson planning, creating engaging activities).

Skills:

Effective communication: Students will learn to communicate clearly and effectively, enhancing their ability to deliver lessons and interact with students and the school community.

Mentoring and coaching: Developing mentoring skills to support and inspire students, encouraging students' academic and personal growth.

Management: Skills including managing diverse learning needs and behaviors effectively.

Cultural competence: Understanding and integrating cultural nuances into teaching to make lessons more relevant and engaging to students from diverse backgrounds.

Course organization - detailed outline:

6 sessions of 3 hours, once per week for one bimester **and 3 workshops**

Session 1: **Introduction to English Language Teaching & Understanding your Learners**

Overview of methodologies in teaching English as a foreign language. Exploring different teaching styles and the importance of cultural context in language education. Discussing development stages of teenagers & strategies to manage classroom dynamics. Emphasizing creating inclusive environments that caters to varied learning needs.

Session 2: **Lesson planning and Resource Development & Teaching grammar and vocabulary in context**

Training in designing effective lesson plans and utilizing resources creatively. Focus on aligning objectives with interactive activities and assessments. Exploring techniques for teaching grammar and vocabulary that are both engaging and contextually relevant. Practicing creating activities that use real-life scenarios to reinforce linguistic structures.

Session 3: **Developing Listening and Speaking Skills**

Learning methods to enhance listening and speaking competences in learners including practical demonstrations on conductive interactive speaking and listening exercises.

Session 4: **Enhancing Reading and Writing Skills**

Strategies to improve reading comprehension and writing skills. Workshop includes hands-on practice in creating and critiquing text-based assignments.

Session 5: **Integrating Technology in Language Teaching**

Discovery of digital tools and software that aid language learning. Engaging in interactive sessions where students use these tools to create sample lessons.

Session 6: **Assessment and Feedback & Reflective Teaching and Professional Growth**

Discussing various forms of assessment and the importance of feedback. Practicing creating effective feedback strategies that motivate and improve learner outcomes. Encouragement of reflective practices and discussion of paths for professional development. Students will present mini-lessons and receive peer and trainer feedback.

Students will apply the skills they have acquired in language workshops with high school and university students. **Three workshops of 2 hours will take place between the beginning of November and the Christmas break**. An online workshop will be offered to secondary school students of the PACE programme (cultural discovery) from 4.30pm to 6.30pm. Two in-person workshops will be organized as part of the partnership with the *Conseil Départemental des Yvelines* on 2 Wednesdays at 5.30pm-7.30pm in Versailles or its surroundings.

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Interactive in-person course including group discussions, role-playing & simulations, workshops & skill-building activities, peer-teaching, and problem-based learning.

WORK AND EVALUATIONS

Work requested:

Compulsory class attendance, active participation and teaching practice.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Continuous assessment	*Weekly*	*50%*
Positive feedback from partner schools on students' performance	*End of semester*	*50%*

BIOGRAPHY

Marina Burke is a full-time Professor of English at HEC Paris for which she has co-created a new syllabus which was awarded the *Roux de Bézieux Initiative Pédagogique* Award.

She has previously held the positions at the OECD as well as Head of Education at British Council France, Head of Europe Unit at the French Ministry of Education, Director of International Mobility at the *Cité internationale universitaire de Paris*, Head of International Relations & EU projects, and Head of English at ISIT Paris.

Through her work at ministerial level and in Higher Education institutes, Marina Burke has submitted and managed EU-funded projects focusing on curriculum development and teacher-training initiatives.

As well as teaching at HEC Paris, she also teaches at *Ecole CentraleSupélec* and in *classes préparatoires*.

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SUSTAINABILITY

DÉCIDEUR DU DÉVELOPPEMENT DURABLE : ATOUTS ET PESPECTIVES

Enseignante : **Sylvianne VILLAUDIERE**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

SUSTAINABILITY STRATEGY MANAGEMENT ENTREPRENEURSHIP INNOVATION

SYNOPSIS

Notions clés et témoignages de professionnels vous permettent d'appréhender le rôle et les enjeux d'un décideur pour la durabilité d'une entreprise. Ce sujet très stratégique exige des compétences de management dans le domaine environnemental, mais aussi de la finance, des achats ou du marketing durable. Le cours est l'occasion de contribuer à la préparation d'un Guide à vocation de publication, à partir de cas pratiques repérés par les étudiants et les intervenants issus d'entreprises très diversifiées.

Le cours est préparé et animé par Sylvianne Villaudière, vice-présidente de la Société d'Encouragement pour l'Industrie nationale, avec Laurence Monnoyer-Smith, directrice du développement durable du Centre National d'Etudes Spatiales, et comprend plusieurs interventions de membres du Collège des directeurs du développement durable (C3D) et d'experts du Cercle de l'Expertise à Missions (CEM).

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

L'objectif est de fournir aux étudiants des éléments d'information et des éclairages concrets pour les aider à appréhender le rôle et les enjeux d'un décideur en matière de durabilité en entreprise.

A la fois très stratégique et transversal, ce sujet exige des compétences de management non seulement dans le domaine environnemental mais aussi dans celui de la finance, des questions sociales, de l'éthique ou encore des achats et des produits durables.

Le cours sera l'occasion d'apporter des repères de connaissance et l'expérience de professionnels membres du C3D, l'association co-fondée en 2007 par Sylvianne Villaudière dont elle a été Déléguée générale pendant 10 ans, et qui rassemble à présent plus de 320 professionnels du secteur.

Préparé et animé par Sylvianne Villaudière, vice-présidente de la Société d'Encouragement pour l'Industrie nationale, avec Laurence Monnoyer-Smith, directrice du développement durable du CNES, le cours comprendra plusieurs autres interventions de membres du C3D et d'experts du CEM.

Le cours permettra aussi de contribuer à la préparation du « Guide des missions d'un décideur du développement durable », co-rédigé par Sylvianne Villaudière et Laurence Monnoyer-Smith, auquel ont déjà participé des étudiants des années précédentes. Ce guide devant faire l'objet d'une publication, en particulier en ligne, est élaboré à partir de cas pratiques, d'exposés et de données clés rassemblés avec l'appui des étudiants et d'intervenants/experts.

Thèmes principaux :

Durabilité ; entreprise contributive ; méthodes et outils de management et de gouvernance responsable ; finance durable et taxonomie européenne ; bilan carbone ; nature et biodiversité ; achats, marketing et communication durables…

Objectifs Pédagogiques :

A l'issue du cours, l'étudiant disposera d'une réelle connaissance des notions clés (méthodologies / outils / réglementation) et de cas concrets/bonnes pratiques pour appréhender les enjeux de durabilité en entreprise et la conduite de ces enjeux par les dirigeants. Il aura pu expérimenter ces sujets à travers des jeux de rôle et des exposés effectués pendant les cours. Il est également attendu une contribution au Guide sous forme de recherche documentaire, analyses, études de cas, synthèses, interviews, etc. pour la version en ligne ou papier du guide.

Compétences développées :

En situation professionnelle, l'étudiant disposera de connaissances et de quelques réflexes face aux enjeux de développement durable et RSE d'une entreprise. Il sera capable d'anticiper et d'agir face aux évolutions et nécessaires convergences entre les multiples sujets à traiter (environnement, climat, biodiversité, eau, risques, finance, marketing, gouvernance, bien-être social, économie circulaire et territoriale, communication interne et externe, achats durables…). Enfin, il saura analyser le système complexe dans lequel s'inscrit une entreprise pour repérer les parties prenantes, comprendre les attentes sociétales, et identifier les contraintes planétaires auxquelles elle est soumise pour y répondre au mieux.

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

<u>Séance d'introduction - Les fondamentaux de la fonction Développement durable</u>

- <u>Exposé</u> : depuis quand est apparue cette fonction ? De quelle façon évolue-t-elle ? Où et comment est-elle exercée ? Historique de la fonction / Organisation et rôle du C3D / Relations avec les parties prenantes.

- <u>Restitution et préparation des travaux à venir</u> : présentation du Guide et des contributions/exposés recherche et analyse de cas…

⇨ Intervenants (sous réserve) : **Sébastien Mandron**, membre du Conseil d'administration du C3D, Directeur RSE du Groupe Worldline et **Sylvianne Villaudière** (fil rouge)

<u>Séquence 2 – Cas pratiques – Définition et pilotage d'une stratégie de durabilité / RSE</u>

- <u>Exposé</u> : Présentation de deux cas d'entreprise : problématiques / dilemmes / opportunités / méthodes et outils, résultats et perspectives

- Echanges avec les intervenants
- Exercices : Questionnements / repérage de bonnes pratiques : présentation et exposés d'étudiants
- Restitution, avancement et élaboration du Guide

⇨ Intervenants (sous réserve) : **Lenaic Pineau,** Directrice du Développement Durable et de la Qualité de JC Decaux, **Marc Jacouton**, membre du Conseil d'Administration du C3D, directeur développement durable de Cepovett et **Sylvianne Villaudière** (fil rouge)

Séquence 3 - Cas pratiques – Rôle et missions d'un décideur du Développement Durable

- Exposé : le cas d'une entreprise publique : le CNES, et aperçu de bonnes pratiques pour :
  - Construire la démarche de durabilité et la stratégie RSE
  - Identifier les enjeux les plus significatifs à travers un exercice de matérialité
  - Cartographier les parties prenantes et mettre en place un dispositif de dialogue
  - Animer et faire vivre la démarche - Faciliter l'intégration dans tous les métiers
  - Piloter et mesurer la performance (mise en place d'indicateurs et reporting extra-financier annuel)
  - Accompagner l'évolution d'un écosystème industriel, le cas de l'industrie spatiale.
- Echanges sur le Guide : dimensions stratégiques et opérationnelles
- Travail en sous-groupe : Cas pratiques / rubriques du « Guide des missions d'un décideur du DD »
- Restitution

⇨ Intervenantes (sous réserve) : **Laurence Monnoyer-Smith** et **Sylvianne Villaudière** (fil rouge)

Séquence 4 - Cas pratique : pilotage d'un plan d'action et déploiement au cœur des métiers

- Exposés : Présentation de deux cas d'entreprise : problématiques / dilemmes / opportunités / méthodes et outils, résultats et perspectives + Echanges avec les intervenants
- Exercices : Repérage de bonnes pratiques / pitch d'étudiants
- Restitution, avancement et élaboration du Guide

⇨ Intervenantes (sous réserve) : **Claire Bottineau**, membre du Conseil d'Administration du C3D, CSR Director, ELIS et **Julie Ravillon**, Sustainability Leader, Salesforce et **Sylvianne Villaudière** (fil rouge)

Séquence 5 - Cas pratique : pilotage d'une stratégie climat/carbone et finance durable

- Exposés : Présentation d'un cas d'entreprise : problématiques / dilemmes / opportunités / méthodes et outils, résultats et perspectives + Echanges avec les intervenants
- Exercices : pitch d'étudiants autour de cas pratiques
- Restitution, avancement et élaboration du Guide

⇨ Intervenantes (sous réserve) : **Nathalie Lhayani**, directrice de politique durable du Groupe Caisse des Dépôts et **Sylvianne Villaudière** (fil rouge)

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Séquence 6 - Compétences d'un Directeur Développement durable

- Exposé : savoir-être / savoir-faire / expériences et aptitudes personnelles ; les besoins des entreprises ; les pratiques de recrutement et leur évolution
- Exercices : préparer et réussir son entretien de recrutement / son dossier de candidature
  - Pitch des étudiants - Debriefing et conseils
- Conclusion : idées-clés et tendances sur la fonction Développement durable et ses perspectives / optimisation du Guide.

Intervenantes (sous réserve) : **Caroline Renoux**, fondatrice et directrice de Birdeo, avec **Laurence Monnoyer-Smith** et **Sylvianne Villaudière** (fil rouge)

MATERIEL PEDAGOGIQUE

Ouvrages :

Plusieurs livres seront utilisés pour nourrir le cours, les intervenants proposent des contenus mis à disposition des étudiants.

Ressources numériques :

Des articles, enquête d'opinion, vidéos et podcasts seront également transmis aux étudiants qui veulent aller plus loin

METHODES PEDAGOGIQUES

Il est attendu des étudiants qu'ils préparent à l'avance certaines des séquences avec repérage de cas pratiques et d'interviews/témoignages auprès de Direction Développement durable / RSE, avec restitution lors du cours.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Repérage de cas pratiques et de bonnes pratiques innovantes pour le développement durable en entreprise.

Exposé et ateliers en sous-groupe sur une thématique

Préparation de questions et échanges avec les intervenants

Ecrits en contribution à l'élaboration d'un « Guide des missions du Directeur du développement durable »

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Contribution en sous-groupe et atelier – recherche et élaboration de cas pratiques – pertinence des apports pour l'avancement du Guide	*Groupe*	*30%*
Participation orale, exposés et contributions écrites, recherche et analyse documentaire, apports spécifiques au Guide	*Individuel*	*70%*

BIOGRAPHIE

Le cours est préparé et animé par Sylvianne Villaudière et Laurence Monnoyer-Smith, toutes deux membres du Comité de pilotage du Cercle de l'Expertise à Mission – Cf. CEM – Cercle de l'Expertise à Mission © (experts-cem.org)

Sylvianne VILLAUDIERE : Vice-Présidente de la Société d'Encouragement pour l'Industrie nationale - Co-fondatrice et membre du Comité de pilotage du CEM - https://experts-cem.org/pilotage/ - (99+) Sylvianne VILLAUDIERE | LinkedIn

Laurence MONNOYER-SMITH : Directrice du développement durable du CNES - Membre du Comité de pilotage du CEM - https://experts-cem.org/pilotage/ - (99+) "laurence monnoyer-smith" | Recherche | LinkedIn

Le cours comprend également plusieurs interventions de membres du C3D - Collège des Directeurs du Développement Durable (cddd.fr)

GREENTECH

Teacher: **Andréa GORI**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

INNOVATION SUSTAINABILITY TECHNOLOGY VENTURE CAPITAL IMPACT

SYNOPSIS

The world's first university course for greentech careers combines expert-led lectures, industry insights, business cases, and student pitches to VCs & acclaimed entrepreneurs. It equips students with a comprehensive understanding of green technology's role in tackling climate change, venture building, greentech investing, and impact assessment.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

This course is designed to equip students with a comprehensive understanding of green technology, its impact for addressing critical global challenges such as climate change, resource depletion, and pollution. Through an innovative blend of classroom learning, business cases, interactive guest lectures from industry leaders, and a practical startup pitch session, students will gain a comprehensive understanding of one of the fastest-evolving fields and most sought-after career opportunities for sustainability professionals. The course will provide insights into sustainability innovation & technology, venture building & investing, impact assessment (including theory of change).

Principal Items:

- Introduction to Green Technology: Definitions, Scope, and Importance.
- Key Green Technologies and Their Applications.
- Environmental Sustainability: Principles and Practices.
- Greentech Impact: Impact Calculation and Methodologies, Theory of Change.
- Policies and Trends Supporting Green Technology Development.
- Study of the Greentech Investing Ecosystem and Best Practices.
- Venture Capitalism in Greentech: Understanding Investments and Startups.
- Business Cases of Successful Greentech Financing.

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- Greentech Pitching.

Pedagogical Objectives:

By the end of this course, students will:

- Understand the Foundational Principles of Green Technology and Its Pivotal Role in Sustainability and Climate Change Mitigation.
- Acquire Knowledge of Key Players in the Greentech Sector and Explore Various Career Paths.
- Critically Analyze and Propose Innovative Greentech Solutions to Environmental & Social Challenges.
- Develop an Understanding of Greentech Impact Assessment.
- Understand the Foundational Principles of Venture Capitalism and Financing of Greentech Solutions.
- Gain Practical Experience in Designing and Pitching a Greentech Startup Idea.

Skills:

Upon completing this course, students will:

- Analyze and apply key concepts of green technology.
- Navigate the greentech sector, including key players and venture capital dynamics.
- Collaborate on projects, communicate ideas, and present green solutions.
- Demonstrate critical thinking and problem-solving in environmental sustainability.
- Understand greentech financing and venture capital.
- Assess the impact of green technologies.
- Contribute to sustainability and greentech innovations professionally

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Class 1: Introduction to GreenTech (3 hours)

- Comprehensive overview of green technology, including definitions, its significance, and its global impact.
- In-depth discussion on key environmental challenges and the pivotal role of green technology in mitigating these issues.
- Mapping of key green technologies.
- Guest testimony from a leading greentech entrepreneur (45 minutes).

Class 2: Assessing the Impact of Greentech (3 hours)

- Examination of impact assessment methodologies and their applications in greentech.
- Introduction to the theory of change and its relevance to green technology.

- Guest testimony from a prominent greentech entrepreneur/investor (45 minutes).

Class 3: Investing in Greentech (3 hours)

- Insight into the venture capital ecosystem for greentech.
- Analysis of case studies highlighting successful greentech financing.
- Guest testimony from a distinguished greentech venture capitalist (45 minutes).

Class 4: Greentech Ecosystems & Policies (3 hours)

- Overview of leading greentech ecosystems and policies that support green technology development.
- Detailed explanation of the Group Greentech Pitch.
- Guest testimony from an influential greentech entrepreneur (45 minutes).

Class 5: Business Case Development and Pitch Preparation (3 hours)

- Class individual test (40 minutes).
- Presentation and analysis of successful greentech pitches, alongside further guidance for preparing the final Group Greentech Pitch.
- Guest testimony from a renowned greentech entrepreneur/investor (45 minutes).

Class 6: Group Pitches (3 hours)

- Final session dedicated to group presentations where students pitch their greentech startup ideas/solutions, incorporating knowledge and skills acquired throughout the course.
- Evaluation session, providing students with insights from industry experts and peers acting as jury to their pitches.

This course is designed to blend theoretical knowledge with practical application, ensuring that students not only acquire in-depth understanding of green technology but are also adept at applying this knowledge to develop innovative solutions for real-world environmental challenges

TEACHING MATERIALS

Course slides

Course home readings, provided by the instructor

Books:

N/A

Digital Resources:

N/A

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TEACHING METHODS

This course employs a dynamic teaching method that blends traditional classrooms with guest lectures from preeminent international greentech entrepreneurs and venture capitalists. During the latter half of the course, students will collaborate in groups to develop unique greentech startup ideas/solutions. They will be mentored and guided by both the course instructor and the guest lecturers, providing a practical test of their ability to conceptualize and design innovative greentech solutions

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class Participation	*18h class participation*	*15%*
Final Test	*40' individual*	*35%*
Group Business Case / Greentech Pitch	*5-10h group preparation*	*50%*

Additional details:

In the 18-hour course on Green Technology, the assessment will be through (15%) class participation, (35%) a final individual test, and (50%) a group business case / greentech pitch. The pitch will be delivered in front of a panel comprising experienced greentech entrepreneurs and venture capitalists, offering a unique opportunity to gain real-world evaluation and insights. This approach integrates theoretical knowledge with practical application

BIOGRAPHY

Andrea Gori (MIF 2015) is an **entrepreneur & global expert in green tech, sustainability, and energy transition**. He is the **founder and "Chief Earth Officer" (CEO) of illuminem**, the world's leading sustainability information & data platform, counting 250k+ active sustainability users.

Previous to illuminem he served as the **Boston Consulting Group's (BCG) first Global Green Champion**, where he played a pivotal role in positioning BCG as the #1 sustainability strategy consulting firm. In this capacity, he led projects on sustainable investments, transformation, and innovation for multinational corporations and governments.

Andrea attended the **London School of Economics, Bocconi University** and **HEC Paris**. He is a published author in the *Journal of Financial Engineering*, and a speaker in panels/events hosted by the United Nations Conference of the Parties (COP), Davos, TedX, and several universities around the world.

With illuminem he is recognized as one of '**Italy's Leading Innovators**' by Startup Italia, one of the **'Top Digital Startups' in Europe** by AngelList, and one of the 12 **best sustainability startups globally** by Techstars.

FROM EXTRACTIVE SUSTAINABILITY TO REGENERATIVE BUSINESS MODELS?

Teachers: **Laurent BABIKIAN (lead), Julie EVAIN, Raphael LEBEL**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SUSTAINABILITY FINANCE ECONOMICS NET ZERO REGENERATIVE FINANCE ETHICS

SYNOPSIS

The objective of this elective is to provide students with a critical analysis of the functioning of the current economic and financial system, which will not allow us to achieve the net zero economy nor to create the conditions for a regenerative economy, and to suggest some profound changes to the current system to make it work within the 9 planetary boundaries so as to lead us to a just transition that will save future generations.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

An economic system that, by design, widens the gap between the richest and the poorest, overconsumes natural resources without regenerating them and pricing them, and leads to a decline in the purchasing power of younger generations compared to previous generations is not efficient nor ethical. Yet, this is what proposes neoliberalism today.

After analyzing the macroeconomics of the emergency, we will question our current economic theory which has for too long considered nature to be free and its resources unlimited and whose economic indicators no longer reflect our reality at all, leading us most likely to make sub-optimal decisions.

We will then explain how best to finance our economy in a world constrained by 9 planetary boundaries by, among other things, providing financial markets with the right price signals to allow them to price assets at their true value and limit irrational market exuberance.

Then, we will explore the new liberating triptych that will help us design with collective intelligence the conditions for a regenerative economy and finance. We will also explore new business models with variable pricing linked to ESG targets.

We will end this course by proposing alternatives to neoliberalism in order to co-construct together the version of capitalism that will enable us to achieve the transition to a net zero regenerative economy in an ethical and equitable way.

Principal Items:

Sustainability, Regenerative Economics and Finance, ESG, Net Zero, Impact, Ethics.

Pedagogical Objectives:

At the end of this course, students will be able to put the neoliberal doxa into perspective by questioning its main mantra "the only purpose of a company is to maximize the creation of value for one category of stakeholders - the shareholders - at the expense of all others, including nature, and to understand that there are alternatives that can be implemented very quickly if we want to save the planet and people

They will have new tools and concepts to make quick decisions in an increasingly turbulent world, in which long-term planning will become more difficult. This new approach will enable them to implement transition plans to reach 1.5°C using new business models with variable prices.

Skills:

Students will be able to challenge current strategies by thinking out of the box to design new strategies to reach net zero in a constrained environment.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: The emergency

- Context and 2050 objective
- Emissions with National Determined contributions and global
- Finance gap: between what is needed and what is invested
- Link between climate change / fossils fuels / GDP
    - Net Zero assignment: analyze a net zero commitment (company or financial institution)

Session 2: Economics and money creation

- Neoliberalism will not achieve Net Zero
- Money creation and monetary policy
- How to adjust a deleterious and extractive system?
- Mantras to recite

Session 3: Regulating Financial Actors

- Understanding the three climate-related risks
- Challenges to measure climate-related financial risks
- Integrating climate into prudential regulations
- Integrating climate in market regulation

Session 4: Pricing the true value of assets

- Price signals
- Irrational exuberance of markets
- Difficulty to price climate risks: deep uncertainty, tragedy of the horizon, issue of understanding the counterparty’s level
- Innovation to create liquidity

Session 5: Design of a responsible capitalism

- Transition Plans
- The Green Deal
- The Trilogy that will save us
- Variable prices business models
- Taxation
- Green growth, Myth or Reality?

Session 6: Exam

TEACHING MATERIALS

Books:

- The Doughnuts Economics by Kate RAWORTH
- Reimagining Capitalism in a World on Fire by Rebecca HENDERSON
- The entrepreneurial State by Mariana MAZZUCATO
- Impact: Reshaping capitalism to drive real change by Sir Ronald COHEN

Digital Resources:

N/A

TEACHING METHODS

Presentation with class discussion

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation		*10%*
Final written exam	*2 hours*	*50%*
Group Video presenting the analysis and recommendations of a Net Zero commitment or a transition plan. (each member of the group will have to speak in the video)	*5 minutes Video*	*40%*

BIOGRAPHY

Laurent Babikian is an expert in impact finance and transition planning, focusing on the transformation of extractive business models into regenerative ones. He began his career in the financial markets in 1991 and decided to leave in 2000 to co-found a start-up incubator where he helped entrepreneurs accelerate their growth before creating Corcovado, his own consultancy, for which he moved to Brazil in 2007. In Brazil, he became one of the mentors of Endeavor, an international non-profit organisation aiming to develop sustainable entrepreneurship in emerging countries.

From 2013 to 2024, he worked for the leading environmental reporting platform CDP, where he held several management positions.

Laurent is a member of the advisory board of the Low Carbon 100 index managed by Euronext and the French investment label Greenfin managed by the French Ministry of Environment.

He is also member of the Steering Committee of CEM, le Cercle de l'Expertise à Mission as well as an honorary member of the Climate Dividends

Laurent graduated from IESE Business School in Barcelona, holding an executive MBA in general management. He also holds a master's in finance from the University of Paris Dauphine.

Raphael Lebel is an entrepreneur committed to imagining and building a sustainable lifestyle and low-carbon economy.

A graduate of the Mines-Telecom school, he started his career in the telecommunications sector before founding two companies: the fields of lithium batteries and an open innovation platform in SAAS.

Since 2017, he has focused his activities on climate change.

In 2019, he joined WWF to build the We Act For Good application, an application that encourages citizens to take action for a sustainable lifestyle. He is now the director of the Sustainable Finance Observatory: the French tool to track the alignment of financial flows and activities of the Paris financial centre towards net-zero.

He is a committed member of the Shifters association, animator of the famous "climate fresk" workshop to raise awareness on climate change; he also participates in the creation of the "mobility fresk" and "finance fresk".

Julie EVAIN is Project Manager at I4CE, the Institute for Climate Economics, where she works on financial regulation and climate change.

Her research interests focus on the integration of climate change issues into prudential regulation and supervision of banks and financial markets. As such, she is a member of the Climate and Sustainable Finance Commission of the French market supervisor (Autorité des Marchés Financiers). She also follows more broadly the issues related to green and sustainable finance as well as the analysis of climate risks for financial actors. Julie also teaches at the Ecole Nationale des Ponts et Chaussées.

Graduate of a Master's degree in International Affairs and Environmental Policy at Sciences Po, she previously worked at the French National Assembly, at a consulting firm and at the French Ministry of the Environment, where she was co-rapporteur of the report French strategy of green finance.

THE ECONOMICS OF CLIMATE CHANGE

Teachers: **Brian HILL & Stefania MINARDI**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	40	In-person

Keywords:

ECONOMICS POLICY SUSTAINABILITY CLIMATE CHANGE

SYNOPSIS

Climate change poses important challenges to governments, firms and citizens. This course will present the main pillars for the analysis and evaluation of climate policies, as well as a critical examination of the difficulties that are particularly acute in the domain of climate decisions, notably concerning the severity of uncertainty, the time-scale and social issues.

DETAILED DESCRIPTION

Prerequisites:

None. Minimal comfort with basic mathematics (basic algebra, probabilities) assumed.

Course overview (executive summary):

This course will provide a presentation and critical analysis of the central themes in the economics of climate change. Climate change poses important challenges to governments, firms and individuals, who must decide on courses of action for mitigating climatic change as well as adapting to its consequences. This course will present the main pillars for the analysis and evaluation of climate policies, including regulation, carbon tax, and cap and trade systems. It will focus on the difficulties that are particularly acute in the domain of climate decisions, notably the severity of uncertainty, the long time-scale and social issues raised by the breadth of consequences both across individuals and generations. In sum, this is a course in critical thinking for climate policy.

Principal Items:

Climate change, economics, cost-benefit analysis, uncertainty, time, justice.

Pedagogical Objectives and Skills:

- Familiarity with the general families of climate policies and the concepts involved in their implementation.
- Working knowledge of the philosophy, methodology and issues involved in their assessment.
- Understanding of the difficulties posed by the evaluation of and decision about climate policies and familiarity with approaches for dealing with climate uncertainties and trade-offs across time and individuals.
- Awareness of the consequences of such difficulties for climate policy design and choice.

Course organization -detailed outline:

6 sessions of 3 hours, once per week during one bimester.

Content will include:

- Tackling climate change: options, issues, strategies (IAMs, social cost of carbon).
- Dealing with externalities: policies for fair and efficient emissions reductions.
- Uncertainty in climate science and policy.
- Time and choosing for the future.
- [Time permitting] Social choice across generations and climate change.

TEACHING MATERIALS

Books:

Provided in class. Indicative texts include:

A Course in Environmental Economics: Theory, Policy, and Practice, D. PHANEUF & T. REQUATE, CUP, 2017

Climate Economics: Economic Analysis of Climate, Climate Change and Climate Policy, R. Tol, Edward ELGAR, 2023.

Digital Resources:

The Economics of Climate Change: A Primer, Congressional Budget Office, Washington US, 2020

TEACHING METHODS

Presentation with class discussion. Students are expected to read ahead of class if requested, and to prepare, individually or in groups, presentations or exercises. In-class group discussions and quizzes may be used.

WORK AND EVALUATIONS

Work requested:

A combination of small individual or group assignments and quizzes

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Course assignments	*Individual & Group*	*90%*
Participation	*Individual*	*10%*

BIOGRAPHY

See www.hec.fr/hill and https://www.hec.edu/en/faculty-research/faculty-directory/faculty-member/minardi-stefania

ENERGY TRANSITION OVERVIEW

Teacher: **Emmanuel NAZARENKO**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	**B1 and B2**	English	54	In-person

Keywords:

SUSTAINABILITY STRATEGY POLICY ECONOMICS GEOPOLITICS

SYNOPSIS

Introduction to the energy industry: basics of the industry, key challenges in particular in the context of the climate crisis, levers and perspectives.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

The aim of this course is to help students deepen their knowledge of the energy industry at large, and particularly to understand the challenges it faces to address the climate crisis. At a time where the environmental issues are largely discussed in the medias or in most political narrative, this course should provide students with facts, perspectives and analytical tools to support an articulated opinion.

The class is given by a senior executive from the industry and a managing director and senior partner of Boston Consulting Group.

A selected range of external guests from big and small organizations also helps students encompass job or entrepreneur opportunities in the industry.

Principal Items:

The proposed agenda is the following

- Climate Science 1.0.1 – the urgency and magnitude of the decarbonization imperative
- Hydrocarbons – basics of the industry, main issues to overcome
- Low carbon electricity – basics of the industry, main issues to overcome
- Electric mobility – basics of the industry, main issues to overcome
- Energy savings – available technologies, main issues to overcome

- Net Zero trajectories – technical and behavioral levers to achieve the energy transition

The agenda might adjust, depending of the themes of the moment, but also on request from the students

Pedagogical Objectives & Skills:

The class should help HEC students in:

- Increasing their personal knowledge on 6 main themes covering the whole energy landscape
- Comparing perspectives from professionals from multiple industries (including their colleagues) on Energy and the Climate crisis
- Backing up common opinions with fact and figures
- Practicing some of the key analytical tools and methodologies used in the industry
- Translate in practical industrial next steps the Net-Zero imperatives across industries

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Each class consist of 4 steps

- Presentations of facts and analysis
- Interactive work on practical cases putting into practice the concepts and tools presented
- External presentation from an energy sector professional, with deep experience on the theme
- Debate

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Presentations and case studies.

WORK AND EVALUATIONS

Work requested:

Read the material provided after each class

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Multiple Choice Questionnaire	*Individual*	*70%*
Group numerical case study to solve in class	*Group*	*30%*
Participation	*Individual*	*Bonus*

BIOGRAPHY

Emmanuel Nazarenko is a Senior Advisor in the Energy and Climate practice of Boston Consulting Group. He has been working for energy clients (oil & gas, utilities) across the globe for more than 20 years, advising large corporates as well as smaller, emerging players. He has also been advising multiple transactions in the energy transition sector.

Profiles of specific speakers per section will be provided on a session by session basis.

Profiles subject to changes

INEQUALITY AND BUSINESS IN THE 21st CENTURY

Teacher: **Marieke HUYSENTRUYT**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SOCIETY POLICY STRATEGY MANAGEMENT ORGANIZATION WEALTH INEQUALITIES BUSINESS POLICY

SYNOPSIS

Inequalities are at the forefront of today's public and policy debate. There could hardly be a more pressing time to understand how inequalities arise, which one's matter, why they matter and how they could be addressed. We see inequalities all the time, whether at schools, job offices, hospitals, traveling around the world or even in a single city – or when skimming through the news. But we still lack a clear understanding of the role that businesses play to affect inequalities. In this course, we take a step back and ask: how are different kinds of inequalities related, what are the big economic and psychological forces that create (and sustain) them, may it make sense for businesses to engage in solving the inequality challenges, and if yes, what would be the right mix of *business* policies to tackle them?

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Discussion of inequalities increasingly defines economic and political debate. Concerns abound that the poor are being left behind by the rich, the young by the old, the regions by the cities, the unskilled by the highly educated. Inequalities exist not just in income and living standards, but in wealth, health, family environments, life chances and political influence. This course is designed for students who want to explore the idea that firms and business leaders have agency and a role to play in addressing the inequality challenges. Historically, these problems have often been considered the responsibility of the state. We will look at why private firms might be able to play a major role in solving the inequality challenges in today's world and we will explore the ways in which accomplishing this may require both changes in how businesses and their leaders consider their obligations and engage with these issues, as well as changes in the 'rules of the game' by which capitalism is structured.

Principal Items:

The course has several parts. We will begin by looking at the inequality challenges in some depth as a first step towards understanding whether and how it may make sense for private sector firms to engage in solving them. We will pay particular attention to the moral roots of capitalism, its emergence over the last three hundred years, and contrast the ways in which the relationship between public and private sectors has taken different forms.

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We will consider the multidimensionality of inequality, how inequalities arise, how different kinds of inequality are related, and the major psychological forces or processes may affect the persistence of inequalities over time and space.

We will turn to various examples of leaders and firms that have reimagined their roles and goals, and the approaches that they have taken to engaging with the inequality challenges. We will look at what has worked well, what has come up short, and consider what lessons can be drawn. We will also look at the implications of these approaches for the broader economic system.

Finally, we will explore what these ideas mean for you and your career. The world is a large place, and the inequality challenges that we face can seem overwhelming. You will have the opportunity to bring together the ideas, issues and frameworks discussed throughout the course to develop and articulate your own view of how the system can work better, the role and responsibilities that firms and their leaders may have in addressing the inequality challenges, and how your approach to leadership could be affected by these issues.

Pedagogical Objectives:

- Think slightly differently about the inequality challenges, identify, and understand the multidimensionality of inequalities, and the institutional, environmental, economic, and psychological factors that contribute to their creation and perpetuation.
- Situate today's debate about the role of business to engage in solving the inequality challenges in a historical perspective, the roots, emergence, and evolution of capitalism over time, and explore the idea of stakeholder and shareholder value, and what they imply for managerial action that address the inequality challenges.
- Hold a clearer and more holistic view of the ways business and inequalities interact, explore circumstances where there is a trade-off for businesses between shareholder value and addressing the inequality challenge, reflect on the role of values (like social justice) and behaviorally informed approaches to designing effective corporate actions targeting inequalities.

Skills:

In a professional situation, the student, either as a Chief Inequality (Sustainability) Officer, HR leader or in a managerial position, will be able to systematically identify the ways in which his/her business affects inequalities (and vice-versa), and strategize and implement a mix of business policies to tackle inequality challenges in an efficient manner. Furthermore, the student working in the area of social justice or international aid, will be able to leverage a holistic and interdisciplinary way of understanding inequalities (globally or locally) to think up and advocate new tools and perspectives to forcefully address them.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Scoping the problem of inequalities [macro-level perspective]

- Trends in inequality from an international perspective?
- What about the multidimensionality of inequality?
- Why care about inequality? Why now? What about the future?
- What about inequality between companies: "firm inequality"?

Session 2: Historical and changing role of business in society [macro-level perspective]

- What is the historical role of business from antiquity to present day?
- Multiplicity of objectives: the exception or the rule?
- Defining the social scope of a firm? Regulatory and political influence?
- What defines a moral firm?

Session 3: Psychological forces that affect inequalities [micro-level perspective]

- Psychology of living in poverty: What does it mean to live, think, and make decisions under income scarcity?
- Psychological processes as source of inequality: What are psychological processes (like stereotyping) that contribute to inequality?
- How might behaviorally informed corporate approaches to affecting inequalities look like?

Session 4: Businesses and policies/actions designed to address the inequalities challenge 'from the inside' [firm-level perspective]

- What are the major intra-organizational levers available to businesses that alleviate inequalities or reduce the negative effects of inequalities (workplace inequalities)? Training workers, reorganizing work, changing recruitment practices, allowing employee participation, providing diversity training, fair wage policies, etc.
- How can we measure the impact of these intra-organizational initiatives? What has been shown to work well? Are there trade-offs, and if yes, which ones?
- What role does purpose, values and leadership play to inspire and guide these sorts of actions?

Session 5: Businesses and policies/actions designed to address the inequalities challenge up- and down-stream [value chain perspective]

- What are the major levers available to businesses up- and down their value chain to alleviate inequalities or reduce the negative effects of inequalities (Consumers, retail, supply chain, affected communities, society at large and inequalities)? Human rights of value chain workers, true pricing at points of sale, training of youth, helping disadvantaged groups access services, etc.
- How can we measure the impact of these initiatives? What has been shown to work well? Are there trade-offs, and if yes, which ones?
- What role is there for disclosure requirements?

Session 6: Reimagining Business and Inequality in the 21st Century [eco-systemic perspective]

- What do these ideas mean for you and your career? What is your view on how the system can work better, the role and responsibilities that businesses and their leaders may have in addressing the inequalities challenge?
- How could you put to practice a behaviorally informed approach to affecting inequalities?
- How might general principles for action look like (co-constructed)?

TEACHING MATERIALS

Books:

N/A

Digital Resources:

Academic articles, cases, videos

TEACHING METHODS

We will rely on readings drawing from literatures in psychology, management/strategy, sociology, and economics and mix of business cases/examples. Our goal is to make readings eminently practical and actionable. We will ask what the ideas mean for you.

The course will be predominantly discussion-based.

WORK AND EVALUATIONS

Work requested:

The course has a written assignment and two types of participation requirements (leaders and regular population).

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Written assignment (in groups)		*50%*
Discussion Leader		*25%*
Regular participation		*25%*

Additional details:

Written assignment

Students will write one essay in groups of 4 (50% of the final grade) with in-the-field practice to be delivered before session 6. The goal is for students to gain an understanding of the complexities (trade-off decisions), involved when businesses seek to address inequality challenges, and to appreciate in a very hands-on way the importance of a human-centric approach. Students should select one firm in their preferred sector and write an answer to the following questions:

1) Identify and clearly define 1 major type of inequality of special interest to you and relevant to the selected firm. How does this type of inequality intersect with other dimensions of inequality? What are the major institutional, environmental, economic, and/or psychological factors that help explain the existence and persistence of this inequality in relation to your firm and the wider society?

2) How could your firm help reduce this type of inequality or alleviate some of its negative effects? What would be an innovative approach to tackle this inequality, justify why, and explain what the potential obstacles could be.

In answering 1) and 2), students should seek to speak to people to validate their understanding of the challenge and the relevance of the suggested approach. They could be people working at the selected firm and/or other relevant stakeholders (like people most affected by the inequality challenge that you selected, experts working in the public sector, at NGOs and/or other civic associations. Your insights should be improved upon and validated by 3 to 5 individuals with relevant expertise or experience.

Discussion leaders

In each session (except the first one), students will team up to act as discussion leaders for the class following the professor's presentation (the latter will usually give a broad overview of the topic and the state of the literature). In a brief presentation (not to exceed fifteen minutes) student discussion leaders will identify common themes for discussion and raise questions arising from the readings. Discussion leaders should coordinate with each other before class.

At the start of the course, we will circulate a roster to allow signups to allocate discussion leader assignments to each student over the weeks of the class.

Regular participation

In class, students are expected to discuss economic and social issues in ways that promote mutual understanding and inquiry, share responsibility for including all voices in the conversation, listen respectfully, understand that we are all bound to make mistakes in this space, as anyone does when approaching complex tasks or learning new skills, understand that one's words have effects on others, take pair work or small group work in class seriously, understand that others will come to class discussions with different experiences from their own.

BIOGRAPHY

Marieke Huysentruyt is an Associate Professor (with tenure) at the Strategy & Business Policy Department at HEC Paris, and academic affiliate at ideas42 and SITE. She is also the Academic Director of the Society & Organizations Institute and the Impact Company Lab at HEC Paris. She currently serves on the editorial review board of the Academy of Management Discoveries. Marieke's research informs and brings together the broad fields of competitive strategy, behavioral science, and development and organizational economics. She carries out research on the social dimension of organizations, often combining original data collection with randomized control trials. Before joining HEC Paris, she was co-founder and co-director of the Oksigen eco-system designed to promote and support social business innovation and social entrepreneurship (comprising i-propeller, Oksigen Lab, and the SI2 fund). She has been a faculty member at the Stockholm School of Economics and London School of Economics, and a visiting scholar at Harvard University and the Sante Fe Institute.

PURPOSE DRIVEN ORGANIZATIONS

Teacher: **Raphael LEBEL & Thibaut GHIRARDI**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SUSTAINABILITY PERSONAL DEVELOPMENT ENTREPRENEURSHIP ORGANIZATION SOCIETY

SYNOPSIS

The course provides support to students who want to positively impact the Society and wander what type of organization can serve their purpose best. It helps them identify their “Why” with dedicated coaching, then design and pitch their own model with the help of practitioners and experts from various types of organizations (Impact Start-Ups, For Profit NGOs, etc.).

DETAILED DESCRIPTION

Prerequisites:

Understanding key sustainability issues

Course overview (executive summary):

The aim is to help students identify a Why that addresses key societal and environmental challenges of the century and anchor it in their career path by launching their own organization relying on innovative/alternatives models.

The course explores how innovative organizations such as Impact Start Ups, For Profit NGOs, Coop etc. are an effective way to address the key environmental and societal issues of our century. It supports the students to identify their Why and anchor it in their own organization to finally pitch it in front of key stakeholders.

The course is prepared by Raphael Lebel from the CEM (Cercle de l’Expertise à Mission) and Thibaut Ghirardi (Independent Advisor). It is articulated around the intervention of a sustainability coach and practitioners of the sector to help students build and pitch their idea.

Principal Items:

Startup – NGOs – Sustainability – Climate change – Innovation – Purpose

Pedagogical Objectives:

At the end of the course the student will:

- Have identified his “Why” so as to addresses key societal and environmental challenges of the century through his career
- Know what type of innovative organization can support his purpose best

- Have an idea of what such an organization would look like

Skills:

At the end of the course the student will know:

- How different organizations can be impacted by societal and environmental issues
- How to explain his why and ensure that his career path serves it
- Structure and pitch his idea in front of third parties

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: How can organizations serve the transition to a low carbon economy and address key societal issues?

- Introduction (1h): Overview of the key relations between organizations and sustainability
- 2Tonnes Role-playing (2h30): Discover the individual and collective levers of the transition to a low-carbon society, project yourself until 2050 and identify the role you wish to play in this transition!

Speaker: **Pierre-Alix LLORET-BAVAI (Founder of 2Tonnes)**

Red thread: **Raphael LEBEL et Thibaut GHIRARDI**

Outcome: getting a good understanding of how organizations can address/be impacted by sustainability

Session 2: What is your purpose and how can you leverage it to change the Society?

- Presentation (1h30): Introduction to key methodologies that can be used to transform ourselves, develop our soft skills and act to change our Society
- Coaching by group (1h30): Implement those methodologies to clarify your purpose and how you wish to serve the Society

Coach: **Charles PUYBASSE (Founder We Are One)**

Outcome: identifying its purpose and understanding how it relates to sustainability issues

Session 3: Inside or outside the system, what are the types of organizations that can better serve Sustainability?

- Presentation: (1h30): From Impact Start-Up to COOP or For-Profit NGOs, this session explores new (and not so new) organizations' models, how they can address sustainability issues, what are their strengths and weaknesses, how it is to work for them and most importantly why they are all necessary to transform our Society
- Case Study by group (1h30): Analyze an example of Organization and explain if its structures efficiently serve its purpose or not

Speakers: **Raphael LEBEL and Thibaut GHIRARDI**

Outcome: understanding alternative models and how it fits different purposes

Session 4: Who are the leaders that really change our society today?

- Roundtable (1h30): Discussion with founders of impact start-ups, NGOs, COOP etc.
- Case Study by group (1h30)

Red thread: **Thibaut GHIRARDI**

Outcome: getting clear examples and inspiration for his own organization

Session 5: Measuring to manage: how to ensure that your organization is impactful?

- Presentation (1h30): Introduction to the key concepts of impact measurement, the methodologies and the indicators that can be used but also the key limitations
- Case Study by group (1h30): Design the KPIs that can help you measuring the impact of your organization and discover how to collect the underlying data

Speakers: **Raphael LEBEL and Thibaut GHIRARDI**

Outcome: understanding how impact can be measured and tracked

Session 6: What are the funds available to serve sustainability issues and how they will impact the way your organization can behave?

- Roundtable (1h30): Discussion with employees form Impact funds, crow funding platforms, foundations etc.
- Case Study by group (1h30): Pitch your idea of organization in front of real financiers

Red thread: **Thibaut GHIRARDI**

Outcome: being able to pitch his idea to get fundings

TEACHING MATERIALS

Books:

Ralentir ou périr. L'économie de la décroissance. Timothée PARRIQUE. 2024

Le Courage de renoncer. Le difficile chemin des élites pour bifurquer vers un monde durable. Jean-Philippe DECKA. 2022

Entreprise et post-croissance. Réinitialiser nos modèles économiques, comptables et de gouvernance. Prophil 2023

Digital Resources:

Podcast Ozé – Comprendre. S'inspirer. S'engager. Jean-Philippe DECKA.

Podcast Génération Do It Yourself. Mathieu STEFANI.

TEACHING METHODS

The course will be a mix of presentations, role-playing, coaching, experts' roundtable and case study in sub group.

Back to summary

WORK AND EVALUATIONS

Work requested:

Students are expected to work in subgroups to develop and pitch an example of Purpose Driven Organization.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Project Final Pitch	*30min per group*	*80%*
Participation, involvement in role-playing and exchanges with speakers	*NA*	*20%*

BIOGRAPHY

Thibaut Ghirardi is a 10+ years experienced professional working with international organizations on their road to a Net Zero and Just transition. After several years as consultant in top consulting firms and as Director of non for profits, he is now acting as freelance external advisor for Financial Institutions, NGOs, Corporations and Start-ups.

He is also a lecturer in top 5 schools (HEC, ESSEC, AgroParisTech etc.) and keynote speaker/moderator in international events (COP 26, Climate Finance Day, European Finance Summit etc.).

He is one of the 40 under 50 changing France according to the Le Point-Cercle de Giverny ranking.

He serves in various committees (Scientific Board, "Comité de mission" etc.) and is a Bilan Carbone® accredited expert.

BIODIVERSITY: A STRATEGIC OPPORTUNITY FOR BUSINESS

Teacher: **Ingrid VANHEE**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

SUSTAINABILITY STRATEGY INNOVATION DATA BIODIVERSITY

SYNOPSIS

This elective course will introduce students to biodiversity, its links to economy and the opportunity it offers to embrace a new business approach through:

- Lectures introducing key scientific and business concepts
- Presentations by stakeholders from the corporate, NGO, startups and academic world
- Case studies of corporate and financial strategies

The objective is to empower a new generation of young leaders aware of biodiversity challenges, eager to embrace this topic, fully committed to challenge business status quo and excited to contribute to designing a new viable economy.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

While the mitigation of climate change is becoming a central political and economic topic, the degradation of nature is still side-lined and largely ignored by corporates. However, climate change and biodiversity loss are flip sides of the same coin: evidences that our species is operating out of sync with our planetary boundaries are numerous. We need to address both to ensure well-being and prosperity into the future.

Indeed, erosion of biodiversity is one of the most urgent and grave crises humanity is facing. **All types of actors (incl. companies and financial institutions) urgently need to act**. While the media focuses on a few flagship species like the panda, the orang-outan or the polar bear, hundreds of thousands of species are endangered by human activity. Humanity is currently living and causing the 6th and most rapid mass extinction.

The loss of biodiversity is gaining momentum in economic spheres with more and more economic actors from all sectors starting to open their eyes to and tackle this vital crisis. **As climate change before it, biodiversity is becoming a strategic issue for companies.**

Tackling this issue demands new skills, knowledge and more widely a new approach to business strategies and operations. This elective course seeks to act as a stepping stone and prepare you, future leader, to face this major societal and environmental challenge.

Beyond the technical challenge of understanding biodiversity, there lies the **fundamental question of the place of human on Earth and the relationship between humans and other life forms**:

- What are the consequences of the erosion of nature on our lives, on the equilibrium of the planet, the availability of natural resources on which our economies and societies depend?
- Why is the rate of extinction so dramatically high and how are we responsible for it?
- **What are the links between biodiversity, business and finance? What does it mean for a company to mitigate its impact on biodiversity?**
- **How can we embrace the constraints and opportunities of nature in our professional activities,** our daily lives, as **students and future graduates from HEC?**

Indeed, it’s no time to give up: because of nature’s capacity for renewal, it has a narrative superpower. With every individual, community, and startup that preserves and restores species, and ecosystems, we can still paint an optimistic picture of a more vibrant and abundant future.

Pedagogical Objectives:

At the end of the course, students will know the main stakes of biodiversity erosion, the links with business and financial players and detail levers of impact reduction. They will be able to manipulate some biodiversity data and know about main databases of pressures on biodiversity.

Students will also be able to question their role, as future leaders and managers, and their potential impact on nature. They will manage to identify key constraints and opportunities for corporates.

Skills:

This elective course will enable you to:

- Acquire the **basic scientific knowledge** to understand the biodiversity topic
- Understand the dynamics of the loss of biodiversity and what it implies at different scales especially the **dependencies and impacts of business on biodiversity for specific economic sectors (agriculture, energy, finance among others)**
- Understand the key trends on the biodiversity issue (geopolitical, scientific, economic and regulatory) with a special focus on developments in the corporate and finance world (Science Based Targets for Nature, Task-force for Nature-related Financial Disclosure, etc.)
- Explore **corporate and financial strategies and actions put in place by companies to tackle biodiversity loss** through case studies and presentations from pioneering corporations from the corporate and finance world
- Develop your **critical analysis skills** to be able to evaluate corporate and financial strategies to tackle biodiversity loss
- Discover **new professional activities** (in NGOs, corporates, startups, financial institutions) that are developing linked to the biodiversity topic

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

This elective course will introduce you to the theme of biodiversity loss and its links to business through:

- Lectures introducing the key scientific and business concepts by expert biodiversity consultants
- Presentations by stakeholders from the corporate and finance world of their work
- Case studies of corporate and financial strategies

TEACHING MATERIALS

Books:

N/A

Digital Resources:

A list of digital resources will be sent to students before the beginning of the first lesson.

TEACHING METHODS

Students will be expected to be fully attentive and participate in class discussions. A list of readings and websites will be provided for those who wish to start exploring the subject and best prepare class discussions.

WORK AND EVALUATIONS

Work requested:

Preparation of a role play, that will take place during the last session, to manipulate the difficulty of engaging stakeholders in serious transformative change and significant levers of impact reduction.

Students will be expected to prepare their role play with desk researches and data analysis, among others.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Class participation	*Individual*	*30%*
Group work (role play)	*Group*	*70%*

BIOGRAPHY

Ingrid VANHEE, graduated from HEC Paris (H13) and Sciences Po Paris, has spent 10 years in various management roles within private organizations. Her experience includes co-founding a startup, serving as Business Development Director at an innovation consultancy, working as Strategy Director in the circular economy sector, and acting as Chief of Staff for an international energy company.

In 2022, she dedicated a year to fieldwork, engaging with individuals involved in biodiversity, such as wolf trackers, park managers, economists, forest rangers, NGO volunteers, hunters, philosophers, ethologists, and finance specialists. Her aim was to gain a deeper, empirical understanding of biodiversity and its complexities.

A year ago, Ingrid joined Noé, a French biodiversity NGO, as Deputy General Manager. Her mission is to raise awareness about biodiversity issues among leaders, reversing the negative trend and supporting companies in their sustainability efforts.

In addition to her professional endeavors, Ingrid is an ultra-trail runner and a prison correspondent.

WATER ECONOMICS – H2O IS THE NEW CO2

Teacher: **Esther CRAUSER-DELBOURG**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

SUSTAINABILITY ECONOMICS GEOPOLITICS DATA FINANCE

SYNOPSIS

90% of the world's waters are used to produce agricultural and industrial goods, making water the first natural resource to be traded across the world in volume – but the last in terms of pricing, precisely because water is not priced, unlike oil, gas or even labor. This course will tackle all challenges related to water as a critical economic resource, from climate change, governance and pricing to valuing the physical, economic, legal and reputational risks of water.

DETAILED DESCRIPTION

Prerequisites:

Basic notions of climate economics and environmental footprint.

Course overview (executive summary):

This course offers a holistic insight into all economic and business aspects of water resources management. Starting with a state of the art on water figures, considering both water as a critical resource and as a source of natural disaster, it deep dives into the economic challenges of water use around the world, notably that of measuring our water footprint – just as we have done for carbon in the past 10 years.

The course notably distinguishes between three major water challenges:

- water as a critical resource for our survival (or domestic use) and the economic and political challenges posed by an unequal distribution of resources around the world, with 25% of the world's population still struggling to access clean water everyday
- water as an economic good, essential to produce all of our agricultural and industrial goods, bringing water risks at the forefront of production (supply chain), regulation and reputational issues – and thus the need to properly compute our water footprints
- water as a major threat (too much water – or lack of it) and the role of the financial sector to support global adaptation through prevention, insurance and financing solutions at scale

The course will bring in two external speakers from the private sector and an international institution.

Principal Items:

Water resources management; water footprint; climate change; blue, green and grey water; sustainable agriculture; fast fashion; water pricing mechanisms; water in supply chain production; climate regulation; financing climatic transition; global water governance

Pedagogical Objectives:

As the water crisis grows bigger, the course will help students to acquire strong notions of existing and upcoming water challenges in the world and the economic and business tools to address them. Water economics being a fairly recent discipline to be taught in business schools, students will have an upper edge on these issues as they reach out to the corporate world.

Skills:

General knowledge about water usages (domestic, agricultural and industrial use) and solutions to save water (tech, data, infrastructure)

Scientific knowledge of water footprint methods and challenges

General understanding of water pricing mechanisms, formal and informal markets

Outcomes from specific case studies: avocado production; fast fashion; cosmetic industry

Global tools to understand water governance at national, regional and international scale

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course is taught over 6 chapters

1. **State of the art on Water, Climate and Economics**
    - Back to basics on climate & hydrology
        - How we broke the great water cycle
        - Water vapor is the largest greenhouse gas in the atmosphere: what we know and do not know
        - The CO2 H2O nexus: why we need water to capture CO2
    - Water consumption around the world: who uses water and for what
    - Why are we so late to act on water?
        - Is water a common or an economic good?
        - Is water a local or a global good?
        - Existing regulation on water (France, Europe, World) and water sovereignty
        - How can data and AI accelerate our grasp of water resources and associated risks?
2. **Transboundary water management: how can we avoid water conflicts?**
    - Definition of water conflicts, related to excess or shortages of water resources

- Review of politics & economics across major transboundary rivers: Nile, Amazon, Colorado, Congo, Yangzi, Mekong, Indus
- Discussion around the effects of water conflicts: local tensions, international migrations and land grasp
- Review of economic tools to regulate water: technologies, infrastructure and virtual water trade
- Water saving solutions: promoting water efficiency and sobriety

3. **Water as a critical resource for agricultural & industrial goods**
   - Understanding water across the agricultural and industrial supply chain
   - Applying Ricardo’s theory of comparative advantage to water resources
   - **External speaker**: Jehanne Fabre, Director Water & Biodiversity, L’Oréal Group
4. **Water footprint: counting and pricing water**
   - How can we take inspiration from CO2 governance and footprint?
   - Water pricing: why is water so cheap?
   - How can we count it?
     - Different types of water: green, blue, grey
     - Withdrawing water or consuming it: what is the difference?
     - How should we understand water scopes 1 and 3?
     - How can counting our water footprint help make better economic decisions (case studies)
   - Should water become a financial good?
5. **Water markets: can water be regulated as an economic good?**
   - Review of Formal & informal water markets
   - Pricing schemes for water
   - **External speaker**: Xavier Leflaive, Senior advisor for global water affairs, OECD environment directorate
6. **Water management: best and worse in class**
   - Review of successful water management schemes and reputational scandals across different sectors
   - Case study: fast-fashion water footprint
   - Last questions before final exam

TEACHING MATERIALS

Books:

1. Cadillac Desert: The American West and Its Disappearing Water - by Marc REISNER
2. Virtual Water: Tackling the Threat to Our Planet's Most Precious Resource - by Tony ALLAN

3. Thirst: Fighting the Corporate Theft of Our Water – by SNITOW & KAUFMAN
4. L'avenir de l'eau – by Erik ORSENNA
5. La fin de l'eau – by Simon PORCHER

Digital Resources:

6. Resources from the Water Footprint Network (données de l'empreinte eau) https://www.waterfootprint.org/
7. Turning the Tide on water – report from the Global Commission on the Economics of water https://turningthetide.watercommission.org/
8. Understanding water from an industrial perspective – FEBEA report - https://www.febea.fr/sites/default/files/2024-01/DF-FEBEA-GuideBPEau-WEB-DP.pdf
9. Emma Haziza sur Thinkerview (French) https://www.thinkerview.com/emma-haziza-crise-de-leau-planete-terre-invivable/
10. Ted-talk : « Pourquoi faut-il payer pour l'eau que l'on mange ? » (French) Esther Crauser-Delbourg https://www.youtube.com/watch?v=qksvU0zZNec

TEACHING METHODS

Students will receive suggested readings throughout the semester and be asked to prepare quick case studies around current events.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Final exam	*Individual*	
Multiple Choice Quizz	*Individual*	*20%*
Case Study	*Individual*	*65%*
Participation throughout the semester	*Individual*	*15%*

BIOGRAPHY

Esther Crauser-Delbourg is a water economist, trained at Essec Business School and Paris School of Economics, with a Ph.D. in economics from Ecole Polytechnique and Columbia University (US), focusing on the water footprint of agricultural and industrial goods and water-related conflicts. She has been working for 10 years in water management consulting, among which 7 at AXA, building the Group's Climate, Biodiversity and Water strategy. She is now co-founder of Water Wiser, a company that created a Water Footprint software and provides consulting services to major corporates. She taught at Sciences-Po, the Sorbonne and Columbia University and works with many media on water issues.

LES DÉFIS DE LA TRANSITION ENERGETIQUE

Enseignants : **Nicolas JONQUERES et Jérôme GARNIER**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

SUSTAINABILITY ECONOMICS ORGANIZATION POLICY ENERGY SOCIETY

SYNOPSIS

Le cours passe en revue le cadre physique dans lequel évoluent nos sociétés, il pose les limites non négociables, examine l'état de l'environnement associé. Ensuite il creuse les mécanismes qui sous-tendent l'organisation de nos sociétés, puis se concentre sur les énergies, les technologies qui les extraient. Enfin, il examine le concept de transition. Il s'attache aussi à donner les ordres de grandeur et les chiffres clés. Il permettrait en principe à l'étudiant d'examiner avec un regard critique les discours en lien avec l'énergie et l'organisation physique de nos sociétés.

DESCRIPTION DETAILLEE

Prérequis :

Ouverture d'esprit, niveau bac en physique et mathématiques, curiosité, ouverture aux réflexions systémiques.

Présentation générale du cours (résumé) :

Afin de comprendre les enjeux de la transition qui va inévitablement s'opérer de gré ou de force, il est nécessaire de comprendre tout d'abord le cadre imposé par la physique, que ce soit sur le climat, mais également les limites planétaires au sens large, que ce soit sur cette planète ou sur une autre. On examinera comment la complexité peut expliquer l'organisation et les réalisations de nos sociétés. Un focus sur l'enjeu climatique permettra de faire le lien avec les contraintes économiques et la résilience.

Ensuite on verra comment et pourquoi l'espace est organisé ainsi, appuyé sur des infrastructures qu'on oublie mais qui nous font vivre. Autant de réseaux superposés par lesquels transitent nos ressources, énergies, informations. Ils constituent l'irrigation de notre métabolisme sociétal.

Après on examinera les ressources qui alimentent ce métabolisme, ainsi que les technologies qui diffusent celles-ci au sein de notre 'organisme'.

Enfin, on pourra aborder le concept de transition, voir les différentes acceptions de ce concept en fonction des acteurs, examiner ce qui est présenté, ce qui relève de la narration ou de la prospective.

Thèmes principaux :

Le cadre physique ; les caractéristiques physiques et techniques de l'énergie ; le réchauffement climatique ; les avantages, les inconvénients, les limites des différents types de production, de stockage et de distribution de l'énergie ; le lien avec l'économie ; le caractère systémique des enjeux ; la notion de complexité ; l'organisation de notre société ; une analyse critique des scénarios possibles pour la transition énergétique.

Objectifs Pédagogiques :

A l'issue du cours, l'étudiant aura pu appréhender les contraintes physiques et technologiques liées à la transition. Les nombreuses références bibliographiques et l'ouverture vers une critique constructive des options mainstream lui permettra de trouver des pistes pour prolonger ce qui n'est qu'une introduction à un des plus grands défis posés à l'humanité. Il aura néanmoins quelques cartes en main pour développer un point de vue cohérent et personnel sur la place qu'il souhaite prendre dans cette transition inévitable.

Compétences développées :

Appréhension globale de la complexité du problème, au-delà des réflexions sectorielles ou ponctuelles.

Culture générale dans le domaine de la production, du stockage et de la consommation d'énergie.

Capacité de calculer des ordres de grandeur et d'évaluer la crédibilité et les risques de certaines options.

Esprit critique vis à vis des solutions "café du commerce".

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

Le cours comprend **six chapitres** :

Croissance infinie dans un monde fini (3h NJ)

1) Paradoxe de Fermi : croissance exponentielle, Malthus, zones d'habitabilité planètes, puis zoom sur la Terre, lien avec changement climatique (zones inhabitables), migrations, Daisyworld, Gaïa et limites planétaires (Ayres, Odum), biodiversité, sixième extinction de masse
2) Cadre physique :
    i. Principes de la thermodynamique, Georgescu, Odum (feu chaud, feu froid, Respiration Production, Principe Max de Puissance, Principe Max production entropie). Puissance versus Energie. Bonnes qualités d'une énergie (Giampietro)
    ii. Energie qui arrive sur Terre (Hermann), importance de l'Agriculture, Cycle du C (photosynthèse), Phosphore, azote.
    iii. Complexité de Chaisson, pyramide de la complexité, chaîne trophique, Lindemann.

Climat et économie (3h JG) :

1) Bases physiques du réchauffement climatique, boucles de rétroaction, points de bascule
2) Conséquence sur l'atmosphère, cryosphère, océans, biosphère

3) Lien énergie / PIB, esclave énergétique, notion de découplage PIB/CO2 relative et absolue, budget carbone, efficacité / sobriété, atténuation / adaptions, double contrainte carbone, équation de Kaya, justice sociale, objectifs SNBC en termes d'émission et de puits

4) TD sur la résilience, qu'est-ce que la résilience ? Identification de nos dépendances et vulnérabilités, leviers, les communs (Elinor Ostrom, tragédie des communs), propriétés (privé, publique, commun, club). Aspect psychologie, triangle de l'inaction, aspect anthropologique « striatum » Bohler, psychologique, dilemme du prisonnier, aspect sociologique, P. Bourdieu, inégalité, concentration des pouvoirs de décision (M. Mann). Il faut un plan, ressource et compétence, emploi, formation.

Espace, infrastructures et réseaux (3h NJ) :

1) Complément sur l'économie, création monétaire, découplage monnaie / monde physique, Bretton Woods, Soddy, PIB et richesse

2) Modification de l'espace, lien avec réseaux, emprise Espace/temps des civilisations, Civilisation mondiale aujourd'hui (lien avec Tainter), espace pour l'Agriculture, J. Diamond : répartition par latitude des activités humaines.

3) Réseaux dans le vivant et nos sociétés (West), réseaux hiérarchiques, couplés, réseaux chaine de valeur, infrastructures, Simplification, Peut-on enlever des choses ? Korowicz

4) Minimum de Liebig, métabolisme social/ vivant. Lien avec l'agriculture, avec l'industrie

Ressources (3h NJ) :

1) Focus sur le pétrole

2) Les énergies fossiles

3) Les métaux

4) Les énergies renouvelables (limites, ex : Herman et Castro)

Technologies et scénarii de transition (3h JG) :

1) Les technologies de production, définitions des EROI, énergie primaire, finale, utile. Haber Bosch : impact sur Agriculture (Odum ou Ayres). Principe, histoire et impacts environnementaux du Nucléaire. Technologie d'extraction des fossiles. Energies renouvelables : solaire, éolienne, géothermique, biogaz et biocarburants, biomasse, etc.

2) Les technologies de stockage de l'énergie, STEP, batteries, hydrogène. Le stockage du carbone dans les sols, dans la biomasse et autres moyens.

3) Scénario de transition (Negatep, Negawatt, rapport futurs énergétiques 2050 RTE, PTEF), marché de l'électricité, quota carbone, coût système, flexibilité de l'offre, de la demande, écrêtage, France / Allemagne, dépendance aux ressources, métaux critique et eau, recyclage.

Transition (2h NJ + 1 h examen) :

1) Transition :

   i. Laquelle, vers quoi ? Pari technologique. Sur quelles bases, quelles justifications ? ex de la géo ingénierie

ii. Différence entre scénarios et modèles

iii. Synergies entre industrie et énergies (Fressoz)

iv. Découplage, décroissance, blocages

v. Dynamique des systèmes, (Meadows, Marchetti). Vitesse de transition

vi. Gestion de la complexité, rendements décroissants (Tainter)

2) Géopolitique de l'énergie, des ressources (Agricoles, eau)

3) Solutions

MATERIEL PEDAGOGIQUE

Complexité

- AYRES Robert, Energy, Complexity and Wealth Maximization – Springer
- CHAISSON Eric J., Cosmic Evolution: The Rise of Complexity in Nature
- TAINTER Joseph, The Collapse of Complex Societies, Cambridge University Press, 1990
- ILLICH Ivan, La convivialité, 1973

Thermodynamique en lien avec nos sociétés

- GEORGESCU-ROEGEN Nicholas, La décroissance. Entropie - Écologie – Économie, http://classiques.uqac.ca/contemporains/georgescu_roegen_nicolas/decroissance/decroissance_intro_2e_ed.html
- François RODDIER, Thermodynamique de l'évolution, Parole Editions, 2012

Climat

- Rapports du GIEC pour décideurs. https://www.ipcc.ch/languages-2/francais

Systémique

- Howard T. ODUM, Environment, Power, and Society for the Twenty-First Century: The Hierarchy of Energy
- LINDEMAN, R.L., The trophic-dynamic aspect of ecology
- WEST, G, Scale: The Universal Laws of Growth, Innovation, Sustainability, and the Pace of Life in Organisms, Cities, Economies, and Companies, Penguin Press
- DIAMOND J., De l'inégalité parmi les sociétés : Essai sur l'homme et l'environnement dans l'histoire
- DIAMOND J, Collapse: How Societies Choose to Fail or Survive, Penguin edition, 2011
- MEADOWS et al., The Limits to Growth, New American Library, 1972

Energie & société

- GIAMPIETRO M.,The biofuel delusion: the fallacy of large-scale agro-biofuel production

- HERMANN, W.A., Quantifying global exergy resources, Energy 2006

Économie et scénarii

- RTE, "Futurs energétiques 2050"
- MACKAY David, « L'énergie durable : Pas que du vent ! », édition De Boeck, 2015

METHODES PEDAGOGIQUES

Cours ouvert à la discussion. Les cours aborderont également des articles de presse ou des rapports qui seront proposés une semaine avant le cours, de manière à ce que chacun puisse se préparer à une lecture critique.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Final Exam	*Individuel, 1h, QCM plus questions*	*100%*

BIOGRAPHIE

Nicolas Jonquères est ingénieur chercheur au Commissariat à l'énergie atomique et aux énergies altenatives (CEA) depuis le début de sa carrière. Il a travaillé une quinzaine d'année au sein de la direction des énergies, concevant des expériences en lien avec les technologies de l'énergie. Depuis 2022 il a changé pour la l'institut de Recherche sur les lois fondamentales de l'Univers (CEA/IRFU) où il conçoit toujours des expériences, mais pour la physique fondamentale. Il enseigne l'énergie et ses liens avec la société depuis une quinzaine d'années. Il a co-crée au sein du CEA un laboratoire d'idées nommé « Energies & Société ».

Jérôme Garnier est docteur en science des matériaux, ingénieur chercheur au Commissariat à l'énergie atomique et aux énergies alternatives (CEA), spécialiste des effets d'irradiation sur la mécanique des matériaux. Il a co-crée au sein du CEA un laboratoire d'idées nommé « Energies & Société ».

DIVERSITY MANAGEMENT IN ORGANIZATIONS

Teacher: **Ekaterina NETCHAEVA**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	B2	English	54	In-person

Keywords:

ORGANIZATIONAL BEHAVIOR   DIVERSITY MANAGEMENT   DEI POLICIES   DISCRIMINATION   STEREOTYPES

SYNOPSIS

DEI (Diversity, Equity, and Inclusion) initiatives are at the forefront of many companies nowadays. In this course, we will explore the mechanisms behind prejudice and discrimination as well as the various ways they play out in the workplace. Importantly, we will also focus on solutions for female and minority employees as well as evidence-based practices aimed at making the workplace more inclusive.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

The concept of diversity is central in modern societies. Differences of gender, age, nationality, race, ethnicity, sexual orientation, socio-economic status, religious beliefs, political ideologies are a key value for societies, economies and organizations. Diversity is receiving a growing attention in strategic policy and business agendas. This course addresses the main arguments to understand why diversity is key for organizations and focuses on ways in which diversity can be managed (i.e., reducing the problems associated with diversity). In particular, the course will explore stereotypes as roots of most problems associated with diversity, ways in which these stereotypes manifest in the workplace and way in which they can be mitigated from the organizational and minorities' standpoints. We learn and grow from each other, as well as from the course content.

Principal Items:

Stereotypes and their origins, workplace-related manifestations of stereotypes, managerial and organizational solutions to problems associated with stereotypes.

Pedagogical Objectives:

By the end of the course, students will be able to understand the role stereotypes play in prejudiced attitudes and discrimination toward women and minorities in organizations. Importantly, our discussion will also focus heavily on tactics that women and minorities can engage in to reduce these detrimental outcomes as well as practices and policies organizations can implement to create a more welcoming and inclusive environment for everyone.

Skills:

In a professional situation, minority and female students will learn how to navigate through others' prejudicial attitudes and succeed in the workplace, while students who will eventually take on a managerial positions will have the tools to create an inclusive environment for their subordinates.

Course organization – detailed outline:

6 sessions of 3 hours, once per week during one bimester

- Introduction to diversity management in organizations: why diversity is important? What are the different types of diversity?
- Understanding and exploring gender stereotypes
- Effects of gender status on women's own behavior in organizations and on others' attitudes and behavior towards women in organizations
- Intergroup (non-gender) relations and stereotypes (main theories)
- Effects of minority status on minority employees' own behaviors and others' behaviors towards them in organizations
- What can female and minority employees do to be more successful in organizations?
- What can organizations do to manage diversity more effectively in organizations?

TEACHING MATERIALS

Books:

WILLIAMS, K. Y., & O'REILLY, C. A. (1998). Demography and diversity in organizations: A review of 40 years of research. *Research in Organizational Behavior, 20,* 77-140.

ZHANG, L. (2020). An institutional approach to gender diversity and firm performance. *Organizational Science, 31*(2), 4390457.

KACPERCZYK, O., Younkin, P., & Rocha, V. (2023). Do employees work less for female leaders? A multi-method study of entrepreneurial firms. *Organization Science, 34,* 1111-1133.

GUPTA, V. K., MORTAL, S., CHAKRABARTY, B., Guo, X., & Turban, D. B. (2020). CFO gender and financial statement irregularities. *Academy of Management Journal*, *63*(3), 802-831.

POST, C., LOKSHIN, B., & BOONE, C. (2022). What changes after women enter top management teams? A gender-based model of strategic renewal. *Academy of Management Journal*, *65*(1), 273-303.

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RICHARD, O. C., TRIANA, M. D. C., & Li, M. (2021). The effects of racial diversity congruence between upper management and lower management on firm productivity. *Academy of Management Journal*, *64*(5), 1355-1382.

SOLAL, I., & SNELLMAN, K. (2019). Women don't mean business? Gender penalty in board composition. *Organization Science*, *30*(6), 1270-1288.

JEONG, S. H., & HARRISON, D. A. (2017). Glass breaking, strategy making, and value creating: Meta-analytic outcomes of women as CEOs and TMT members. *Academy of Management Journal*, *60*(4), 1219-1252.

RUDMAN, L. A., & GLICK, P. (2021). Understanding gender: How power and intimacy shape gender relations (chapter 1). *The social psychology of gender* (2nd Ed.). New York, NY: Guilford Press.

RUDMAN, L. A., & GLICK, P. (2021). Gender stereotypes (chapter 3). *The social psychology of gender* (2nd Ed.). New York, NY: Guilford Press.

BABCOCK, L., & LASCHEVER, S. (2003). Introduction. *Women don't ask: Negotiation and gender divide*. Princeton University Press.

KRAY, L. J., & THOMPSON, L. (2004). Gender stereotypes and negotiation performance: An examination of theory and research. *Research in Organizational Behavior*, *26*, 103-182.

RUDMAN, L. A., & GLICK, P. (2008). Maintaining gender stereotypes and hierarchy (chapter 5). *The social psychology of gender* (2nd Ed.). New York, NY: Guilford Press.

RUDMAN, L. A., & GLICK, P. (2008). Gender at work (chapter 6). *The social psychology of gender* (2nd Ed.). New York, NY: Guilford Press.

ELLEMERS N. & HASLAM S.A. (2011). Social identity theory. In: Van Lange P.A.M., Kruglanski A.W., Higgins E.T. (Eds.), *Handbook of Theories of Social Psychology*. London: Sage Publications. 379-398.

SIDANIUS, J., & PRATTO, F. (2011). Social dominance theory. In: Van Lange P.A.M., Kruglanski A.W., Higgins E.T. (Eds.), *Handbook of Theories of Social Psychology*. London: Sage Publications. 418-338.

FISKE, S., & LEE, T. (2008). Stereotypes and prejudice create workplace discrimination. In A. P. Brief (Ed.), *Diversity at Work*. Cambridge University Press

JEHN, K., GREER, L., & RUPERT, J. (2008). Diversity, conflict, and consequences. In A. P. Brief (Ed.), *Diversity at Work*. Cambridge University Press

EAGLY, A. H., & CARLI, L. L. (2007). How do some women find their way through the labyrinth. *Through the labyrinth.* Harvard Business School Press

ELY, R., & ROBERTS, L. M. (2008). Shifting frames in team-diversity research. In A. P. Brief (Ed.), *Diversity at Work*. Cambridge University Press

SINGLETARY, S. L., & HEBL, M. R. (2009). Compensatory strategies for reducing interpersonal discrimination: the effectiveness of acknowledgments, increased positivity, and individuating information. *Journal of Applied Psychology*, *94*(3), 797-805.

CASTILLA, E. J. (2016). Achieving meritocracy in the workplace. *MIT Sloan Management Review*, *57*(4), 35.

KULIK, C., & ROBERSON, L. (2008). Diversity initiative effectiveness. In A. P. Brief (Ed.), *Diversity at Work*. Cambridge University Press

KALEV, A., DOBBIN, F., & KELLY, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, *71*(4), 589-617.

BOHNET, I., VAN GEEN, A., & BAZERMAN, M. (2016). When performance trumps gender bias: Joint vs. separate evaluation. *Management Science*, *62*(5), 1225-1234.

LESLIE, L. M., BONO, J. E., KIM, Y. S., & BEAVER, G. R. (2019). On melting pots and salad bowls: A meta-analysis of the effects of identity-blind and identity-conscious diversity ideologies. *Journal of Applied Psychology,* 105(5), 453-471.

GEORGEAC, O. A., & RATTAN, A. (2022). The business case for diversity backfires: Detrimental effects of organizations' instrumental diversity rhetoric for underrepresented group members' sense of belonging. *Journal of Personality and Social Psychology*.

LESLIE, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. *Academy of Management Review*, *44*(3), 538-563.

MUN, E., & JUNG, J. (2018). Change above the glass ceiling: Corporate social responsibility and gender diversity in Japanese firms. *Administrative Science Quarterly*, *63*(2), 409-440.

GERGARDT, M. W., NACHEMSON-EKWALL, J., & FOGEL, B. (2022). Harnessing the power of age diversity. Harvard Business Review.

Digital Resources:

Go to Project Implicit website at https://implicit.harvard.edu/implicit/, then click on the Demonstration box on the left side of the page to take at least 3 tests of your choosing. Print out results of each test and bring to class (not to turn in—these are for your use only). What do you think about the results of your tests? Are they surprising or what you would have expected?

TEACHING METHODS

Students will be asked to attend lectures and participate in corresponding in-class exercises. Supporting readings will be provided.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation	*Individual*	*20%*
Final Exam	*Individual*	*80%*

BIOGRAPHY

Ekaterina Netchaeva is an Assistant Professor of Management and Human Resources at HEC Paris. She holds a PhD in Organizational Behavior from the University of Utah as well as a BSc in Microbiology and Immunology and a BA in Psychology from the University of British Columbia. Prior to joining HEC Paris, she was an Assistant Professor at Bocconi University and a visiting Assistant Professor at London Business School.

Ekaterina’s research focuses on gender bias in the workplace, women’s everyday experiences at work, work-family interface and team dynamics, and was published in leading academic journals, such as Organization Science, Psychological Science, and Organizational Behavior and Human Decision Processes. Her work has also been covered by various media outlets, including MIT Sloane Review, BBC radio, The Atlantic, Yahoo, and Huffington Post.

Ekaterina has taught courses in the Bachelor, Master and PhD programs on organizational behavior, leadership, diversity management, and high-performance teams.

FUSIONS-ACQUISITIONS : STRATÉGIE ET MISE EN OEUVRE

Enseignant : **Frédéric LEROY**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

STRATEGY

SYNOPSIS

Le cours vise à analyser les stratégies de fusions acquisitions : objectifs, motivations, modes de croissance alternatifs. Il présente aussi les principales raisons d'échecs de nombreuses opérations et analyse les différents modes d'intégration.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Les fusions-acquisitions constituent pour les entreprises un moyen significatif d'améliorer leur position concurrentielle, de s'internationaliser ou de se diversifier. Pourtant, paradoxalement, elles connaissent un taux d'échec élevé, qui s'explique par des intentions stratégiques mal définies, un prix trop élevé, une mauvaise estimation des synergies ainsi que par une mauvaise gestion du processus de mise en œuvre.

Ce cours vise à mieux comprendre et à étudier :

1. les motivations stratégiques et les objectifs des fusions-acquisitions

2. les différents types de fusions-acquisitions en fonction des objectifs et des différences entre les entreprises impliquées

3. comment réaliser les synergies espérées et comment mener l'intégration opérationnelle des entreprises

4. les méthodes adoptées dans leur mise en œuvre des fusions-acquisitions.

Le cours analysera donc les stratégies et les processus d'intégration.

En revanche, les aspects juridiques et financiers ne seront pas développés

Thèmes principaux :

Stratégie, modes de croissance, fusions-acquisitions, alliances, intégration, synergies

Objectifs Pédagogiques :

A l'issue de ce cours, les étudiants seront en mesure :

1. D'arbitrer entre les différents modes de croissance (croissance interne, croissance externe, fusions et acquisitions)

2. D'identifier les différents types de synergies et de connaître les conditions de leur bonne mise en œuvre

3. De connaître les différents types de configurations de mise en œuvre et de concevoir un plan d'intégration

Compétences développées :

- Arbitrer entre plusieurs modes de croissance,
- Evaluer la pertinence d'une opération d'acquisition,
- Choisir un mode d'intégration pertinent

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine durant tout le bimestre

- Partie 1 : les différentes modalités de croissance : avantages et inconvénients
- Partie 2 : les différents objectifs de fusions-acquisitions (scale, scope, internationalisation)
- Partie 3 : les différents types de synergies et leur mise en oeuvre
- Partie 4 : modes d'intégration et de mise en œuvre. Grandes étapes d'un plan d'intégration et gestion des différences organisationnelles et culturelles

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Le cours sera fondé sur des analyses de cas et des exposés théoriques

Lecture et analyse des cas et lectures complémentaires

Analyse de mini-cas en classe

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Lectures des cas

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Etude d'un cas en groupe de 2 ou 3 étudiants	*Groupe*	*100 %*
Participation	*Individuel*	*Bonus*

BIOGRAPHIE

Frédéric Leroy est professeur associé (Education Track) au Département Stratégie d'HEC. Il est ancien élève de l'Ecole Normale Supérieure (spécialisation Philosophie) et Docteur HEC. Il a réalisé sa thèse sur les partages de compétences et les phénomènes d'apprentissage mutuel dans les fusions acquisitions. Il travaille, aussi sur les nouvelles formes organisationnelles et leur impact sur l'identité des entreprises.

Ses recherches portent sur les processus d'apprentissage organisationnel, les fusions acquisitions et leur mise en œuvre en gestion avec une spécialisation en stratégie et management.

Il travaille aussi sur les industries créatives, en particulier l'animation, le jeu vidéo, les plateformes de streaming et l'industrie du podcast.

Il est l'auteur de "Les stratégie de l'Entreprise", Dunod et co-auteur du manuel Strategor.

Avant de rejoindre HEC, il a travaillé à Audencia Nantes et a collaboré avec les cabinets de conseil en stratégie, Corporate Value Associates, Gemini Consulting, Mercer Management Consulting

HEC PARIS

PRIVATE EQUITY AND STRATEGY CONSULTING IN THE MENA REGION

Teacher: **Amine BELAICHA**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	40	In-person

SYNOPSIS

As a first step, we will introduce strategy consulting and Private Equity businesses, their functioning, their history and their recent evolution. Again, the purpose will be to give students a fact- based view on what are the day-to-day tasks and stakes behind the words. The second objective of this course is to introduce the region on various dimensions: geographic, economic, historic, demographic, political and cultural. Rather than exhaustiveness, we will offer students key codes to better understand the variety of national specificities and the factors of homogeneity that define this geographic continuity of 20 countries. The main aim being to expose students to how people do business there and what are the specific rules of the game to have in mind when considering doing business there.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

During the past two decades, the Middle-East and North Africa (MENA) region has dramatically evolved from appeal to doubts and fears for economic operators.

At some point, a sustained growth, an accelerated modernization and the opportunity to contribute to the fast economic rise of the area have been attracting companies and ambitious workers and managers from all over the world.

The growing sophistication of business culture and practices made the region attractive for activities like Strategy consulting and Private Equity that found a new area of development in countries where sky seemed to be the limit. Growth perspectives and local dynamism offered attractive Investment opportunities and exciting Consulting projects often hard to match in more mature economies - the key challenge being the ability to conciliate the rules of these businesses with local business culture and specificities.

Since 2011, the uprising witnessed all across the region brought a new layer of complexity that influences through various dimension the way people live, think and apprehend business in the MENA.

As a first step, we will introduce strategy consulting and Private Equity businesses, their functioning, their history and their recent evolution. Again, the purpose will be to give students a fact- based view on what are the day-to-day tasks and stakes behind the words.

The second objective of this course is to introduce the region on various dimensions: geographic, economic, historic, demographic, political and cultural. Rather than exhaustiveness, we will offer students key codes to better understand the variety of national specificities and the factors of homogeneity that define this geographic continuity of 20 countries. The main aim being to expose students to how people do business there and what are the specific rules of the game to have in mind when considering doing business there.

Last, we will focus of the specificities of these businesses in the region.

This is neither a Finance class nor a Strategy class. It is experience-sharing course that aims at introducing what the real-life work looks like in PE and Strategy consulting firms and how it gets specific when performed in the MENA

Principal Items:

Private Equity, Strategy Consulting, MENA Region

Pedagogical Objectives:

At the end of the course, the student will have a practical view about what working looks like in PE and strategy consulting in general and specifically in the MENA region. The Student will also know about key political, social and business trends of the MENA region

Skills:

In a professional situation, the student will be able to engage more naturally and get easily onboarded in any strategy consulting and Private Equity environment and will be better equipped to explore opportunities in those industries in general, and in the MENA in particular.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

The course consists of three parts:

- **Part I:** Understanding Strategy consulting from the inside

- **Part II:** Understanding Private Equity from the inside

- **Part III:** Specificities of Strategy consulting and PE in the MENA region

During each session a group presentation on a topic related to the region (country focus, cultural theme, economics topic,…) will trigger a conversation with the class to put some perspective on how the region has been evolving for the past 10 years

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Presentation, case studies, interactions, testimonies.

WORK AND EVALUATIONS

Work requested:

Students will be evaluated on both individual and group preparations

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Final exam / Test on class learnings	*1h30 individual*	*70%*
Group presentation	*Group*	*30%*

Additional details:

Active presentation as a bonus item (positive incentive)

BIOGRAPHY

Amine BELAICHA

HEC PARIS

L'INDUSTRIE PHARMACEUTIQUE : SES ENJEUX DANS LA SANTÉ, SES RISQUES ET SES OPPORTUNITES

Enseignants : **Julien BOURCIER, Juliette FRIZOT, Jean-Philippe COMBAL et Vincent RIVES**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	54	Présentiel

Mots-clés :

CULTURE MARKETING ENTREPRENEURSHIP FINANCE

SYNOPSIS

Ce cours interactif et pragmatique vous permettra de découvrir et d'approfondir votre compréhension et connaissance de l'industrie pharmaceutique ainsi que ses métiers grâce à l'expérience multidisciplinaire d'experts au niveau Opérationnel, Commercial, Financier, Innovation, Investissement et Market Access.

DESCRIPTION DETAILLEE

Prérequis :

1. Qualités requises : Proactif, curieux, participatif avec un intérêt prononcé pour la santé, l'industrie pharmaceutique, ses enjeux et ses métiers

2. Attentes individuelles : Volonté d'approfondir ses connaissances dans le domaine de l'industrie pharmaceutique, de comprendre les différentes facettes de ce secteur et d'évaluer les opportunités de carrières

Présentation générale du cours (résumé) :

Ce cours interactif et pragmatique vous permettra de découvrir et d'approfondir votre compréhension et connaissance de l'industrie pharmaceutique ainsi que ses métiers grâce à l'expérience multidisciplinaire d'experts au niveau Opérationnel, Commercial, Financier, Innovation, Investissement et Market Access.

Dans un contexte sanitaire tendu avec des besoins médicaux évolutifs, un environnement complexe par ses réglementations qui l'encadrent (légales, réglementaires et éthiques) et avec l'émergence continue de nouvelles technologies, l'industrie pharmaceutique continue de répondre à sa mission de développer et mettre à la disposition des patients les solutions thérapeutiques dont ils ont besoin.

Notre objectif, à travers cet électif interactif construit sur la base de nos expériences diverses en France et à l'international ainsi que de cas pratiques, est de :

1. débattre avec vous sur l'industrie de la santé et ses enjeux

2. vous sensibiliser à sa réalité riche et complexe en France et à l'international

3. vous donner l'envie de rejoindre ce secteur qui est à nos yeux une industrie hors norme avec une mission noble en vous éclairant sur les différentes opportunités de carrières

Les métiers de chaque intervenant se différencient fortement sur leur approche et font appel à un éventail de compétences variées au quotidien mais convergent tous vers un seul objectif, notre mission commune : aider les patients à vivre plus longtemps et mieux. Et chaque département de cette industrie y joue un rôle clé.

Il s'agit donc d'un cours pragmatique construit sur les principes de bases de l'industrie pharmaceutique et enrichi de cas concrets afin d'engager ensemble des échanges stimulants, de débattre et de vous éclairer sur les opportunités que peuvent vous offrir ce secteur.

Thèmes principaux

La santé et l'industrie pharmaceutique

Objectifs Pédagogiques

Compréhension du modèle et des enjeux de l'industrie pharmaceutique à travers différents métiers

Compétences développées :

Identifier des opportunités de carrière dans l'industrie pharmaceutique

Développer son esprit critique et sa culture générale sur l'industrie pharmaceutique

Produire et développer un plan stratégique et d'action dans le domaine de la santé

Organisation du cours – plan détaillé :

6 séances de 3h, une fois par semaine sur un bimestre

Le cours sera divisé en 6 chapitres

- **Part I:** L'industrie pharmaceutique: les fondamentaux, les enjeux et son organisation (Julien Bourcier)

- **Part II:** Opérations Commerciales (Julien Bourcier)

- **Part III:** Market Access et Création de Valeur (Vincent Rives)

- **Part IV:** Biotech, innovation & investissement : Perspective d'un CEO (Jean-Philippe Combal)

- **Part V:** Finance & Industrie Pharmaceutique (Juliette Frizot)

- **Part VI:** Présentation de cas (Tous)

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

Intervenants pluridisciplinaires, Présentation, Vidéos

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Le cours requiert une participation active pendant la session et parfois la lecture de documents en amont ainsi que la préparation de cas à présenter à la fin de la formation.

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Cas final		*60%*
Participation	*Individuel*	*40%*

BIOGRAPHIE

Julien Bourcier, Business Unit Director, Kite Pharma France, Cell Therapy

20 years of experience and leadership in the pharmaceutical industry in North America, Europe, Latin America and Asia. Passionate about patients, healthcare with a solid experience in Marketing, Sales, Business Intelligence in local and Global set up. Holder of a Doctorate in Pharmaceutical Sciences on Metabolism Disorders from the "University of RENNES & REIMS", a Masters in Marketing from "HEC PARIS" and a Certificate in Finance from "HEC PARIS".

Juliette Frizot, Regional Finance Controller (LATAM & EMEA)

20 years of experience in Finance including 10 in the pharmaceutical sector. Strategic thinker with significant multicultural experience in matrix Regional environments, result oriented. Agile change leader with a broad business acumen across the Pharmaceutical industry, expert in multiple Finance facets. Trusted and reliable Co-Pilot, able to build strong cross-functional relationships and talent pools

Vincent Rives, Global Market Access Director

20 years of experience in the pharmaceutical industry, leading Market Access activities to identify, to capture and to communicate the value of innovative medicines to ensure their optimal pricing and reimbursement in various therapeutic areas (e.g. dermatology, oncology, rare diseases). Expert in pricing strategy for launch, post-launch and business development at global, regional and national level with negotiations with multiple payer bodies.

Jean-Philippe Combal, CEO & Co-founder Vivet Therapeutics

More than 30 years of experience in the pharma & biotech industries. He is a highly skilled senior executive with a broad range of experience leading global development and a successful track record of innovation and development in the area of Orphan Drugs. While Chief Operating Officer of GenSight Biologics (2014-2017), he was instrumental for investment round of more than 90M$, including a successful IPO and piloted the advancement of two major gene therapy programs from non-clinical to phase 3 pivotal trials, as well as regulatory and launch readiness strategies.

HEC PARIS

LEADERSHIP AND COLLECTIVE INTELLIGENCE IN THE DIGITAL & AI ERA

Teachers: **Hajar CHOKAIRI & Attaa BEN ELAFDIL**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

MANAGEMENT ORGANIZATION DATA INNOVATION SOCIETY

SYNOPSIS

In our horizontal, complex and data-driven societies, leadership goes beyond mere intuition. As organizations deal with the integration of AI and navigate data-driven landscapes, leaders must cultivate collective intelligence to drive innovation and overcome challenges. This course explores the evolution of leadership in the digital age, equipping participants with the skills to harness collective intelligence, facilitate collaboration, and leverage technologies for organizational success.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Today's leaders need to be flexible, tech-savvy, and understand collective intelligence. As a good expert is no longer capable of finding solutions that apply to everyone, leaders are expected to know how to deal with uncertainty and sense the weak signals of their ecosystem thanks to technologies, AI and new working methods. Every leader’s move is now analyzed, commented and potentially criticized. At the same time, individuals feel an increased desire to express themselves about causes that transcend them.

Whether in politics (through participatory democracy) or in the business sector (with the PACTE law, and more frequent consultations...), collective intelligence has become a key element of modern leadership models. According to researcher Pierre Lévy, collective intelligence is the ability of a group to generate ideas, solutions and decisions of better quality than those that could be produced individually. It can help overcome complex challenges, make better decisions, foster innovation and stimulate learning. This course aims to develop the essential skills needed to capture collective intelligence within a group, online & offline. It will teach cognitive biases, workshop facilitation, creativity methods and introduce collective intelligence tools & technologies.

This course is guided by two former HEC (and former management consultants) who have transitioned into tech entrepreneurship and media, pooling their diverse knowledge for a comprehensive learning approach.

Principal Items:

Management, leadership, collective intelligence, governance, communication

Pedagogical Objectives:

- Understand the evolution of leadership at times of AI, horizontality & data-driven management
- Grasp the importance of collective intelligence in an organizational and managerial context
- Develop leadership strategies that leverage collective intelligence for innovation and problem-solving
- Identify and overcome common obstacles to stimulating collective intelligence: cognitive biases, postures, unsuitable methods, etc.
- Acquire methods to effectively stimulate and capture ideas and perspectives within a group: workshop facilitation methods, collective decision-making methods…
- Master the art of asking questions and choosing the right words to stimulate interaction and lead the group towards common goals
- Discover technological tools enhancing collective intelligence (www.mentimeter.com, www.make.org, www.decidim.org...)
- Put into practice the key principles of collective intelligence through case studies and concrete examples.

Skills:

Leadership, people management, change management, technologies, internal & ecosystem collaboration, critical thinking, group communication, collective problem-solving, decision-making, collective intelligence practical tools

Course organization - detailed outline:

6 sessions of 3 hours with a case study in each class, once per week during one bimester

Session 1: Understanding the stakes of Leadership in a digital world

Session 2: The cognitive foundations of collective intelligence: identifying & reducing cognitive biases

Session 3: Leading collective problem-solving

Session 4: Facilitating communication & deliberation.

Session 5: Leveraging AI & technologies for leadership

Session 6: Applying governance & collective decision making

TEACHING MATERIALS

Books :

Pierre Levy (*L'intelligence collective, une anthropologie du cyberespace*), Émile Servan-Schreiber (*Supercollectif*)

Martin Duval (*De l'innovation à l'intelligence collective*), Clayton Christensen (*The Innovator's Dilemma*).

Digital Resources:

Mehdi Moussaid (Chaîne YouTube *Fouloscopie*), Sophie Franz (podcast *Les intelligences collectives*)

TEACHING METHODS

Students will work in groups, as they will do most of their lives in a real company.

WORK AND EVALUATIONS

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Individual assignment	*Individual*	*30%*
Group project	*Group*	*40%*
Participation in class	*Individual*	*30%*

BIOGRAPHY

Hajar Chokairi, consultant, trainer, writer & media founder (H2017)

In a world facing unprecedented challenges, how can we drive change collectively, while empowering everyone to express themselves?

Hajar is an independent consultant and professor at Mohammed VI Polytechnic University in Rabat.

As a consultant in collective intelligence management for the past 6 years, she has supported the design and deployment of intrapreneurial programs and participative approaches for major public and private sector clients (Société Générale, EDF, Engie, Crédit Agricole Assurances, Ministry of Foreign Affairs, Ministry of Culture, Organisation internationale de la Francophonie, Agence française de développement...).

As a journalist and co-director of the media & agency www.onorient.com, she has been sharing untold stories about the creative scenes of the MENA region and advocating for online cultural diversity.

As a Franco-Moroccan writer (Gallimard), she is passionate about the choice of words in intercultural contexts.

Through her missions and training programs, Hajar facilitates effective collaboration and honest communication within groups and organizations.

Attaa Ben Elafdil, consultant, trainer & tech entrepreneur (H2015)

Moving from decision making by chance to decision making by design.

As a consultant and entrepreneur, Attaa specializes in developing and disseminating tools for collective decision-making, including both methodologies and digital solutions. She advises and trains organizations and networks in various aspects of cooperation such as collaborative pedagogy, collective decision-making, stakeholder dialogues, collective intelligence workshops and shared governance.

With a background as a collective intelligence consultant for 5 years, Attaa has worked with major organizations like Engie, Veolia, Enedis, and Citéo. Her role involved co-constructing strategic plans, transformation initiatives, and innovative solutions aimed at supporting ecological and energy transitions.

Additionally, she has led collective intelligence initiatives in the public sector, collaborating with entities such as the French Ministry of Ecological Transition, the French Office for Biodiversity...

She is also the founder of an association named Mouvement T, aimed at executives committed to creating a fairer and kinder work environment.

Her mission is to foster work environments where collaboration and sustainability are at the forefront, contributing to a more equitable and environmentally conscious society.

ASSET MANAGEMENT

Teacher: **Olivier RUSTAT**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

STRATEGY MANAGEMENT ORGANIZATION

SYNOPSIS

Through real scenarios picked up from different ecosystems, you will be facing the dreadful situation to make choices that are going to impact your strategy, your organization and, most importantly, your teams. Whether your choice is right or wrong is not the point. The point is: How do you come up with your choice and how do you sell it to your company?

DETAILED DESCRIPTION

Prerequisites:

None apart from soft skills, open-mindedness, constructive hindsight.

Course overview (executive summary):

Sessions run through increased challenging situations allowing to visit various business lines or support functions of any company with strategy questioning, management challenges and communication complexity.

Principal Items:

Decision making process as a CEO, Business leader or Operational manager.

Pedagogical Objectives:

- Knowledge:
    - Governance and operational organization: How is a company run from the inside?
    - Keys to strategy: Mission, vision, values and then roadmap.
    - Communication traps: What do you tell the staff? How do you do it?
- Potential ability:
    - Lay the foundation for a company strategy.
    - Build and promote your decision.

Skills:

In a working environment, the student will be able to:

- Identify the key leaders and cogs of the organization,
- Identify and adopt the values and the vision of the company,
- Take the strategy in and understand its trajectory,
- Test and polish his/her soft skills.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Introduction / Business case #1

Session 2: Business cases #2 & #3

Session 3: Business case #4 & Students business case (part 1)

Session 4: Business case #5 & Students business case (part 2)

Session 5: External Managers/CEO

Session 6: Students business case (part 3) / Wrap-up

TEACHING MATERIALS

Books:

N/A

Digital Resources:

Use of Wooclap (free) for interaction with students

TEACHING METHODS

- Framework of the overall course / Main concepts reminder / Use of Power. PTT and PDF to digitally deliver materials on the Portal.
- *In situ* Business cases: Sub-groups to prepare and to present their options to the class during the sessions. Roles play.
- Self-evaluation and group evaluation of the presentations.
- Tips on communication skills.
- External Managers to share their experiences with the students.

WORK AND EVALUATIONS

Work requested:

- Participation during class.

- Sub-groups workshops on business cases.
- Homework: Sub-groups prepare, argue, and present their own business cases.
- Final individual draft/synthesis as a personal take away of the course

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Attitude	*Individual*	*20%*
Tool Box	*Individual*	*30%*
Group Strategy Case	*Group*	*50%*

Additional details:

Scoring:

1- ATTITUDE	Basic social manners Respect, attendance*, interaction	20% / 4
2- TOOL BOX	Personal homework Structure, material, wording, impact	30% / 6
3- GROUP STRATEGY CASE	Creativity, options, communication Each group participant will get the score of the group	50% / 10

*Attendance:	Absent: 0	Excused: 2	Late: 3	Present: 4

Special focus on assiduity and respect of schedule (See table above).

Business cases do not have right or wrong answers. What matters is the rationale, the creativity, and the soft skills; All of which are reviewed and explained during course.

BIOGRAPHY

Olivier Rustat

NEW FORMS OF CAPITALISM

Teacher: **Guillaume DESNOËS**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B2	English	54	In-person

Keywords:

ORGANIZATION STRATEGY SOCIETY SUSTAINABILITY ENTREPRENEURSHIP

SYNOPSIS

Is it possible to do well by doing good?

This course won't provide a final answer to this age-old question. It will nevertheless show that a lot can be learnt from those who try to do so: the numerous entrepreneurs and companies that use unconventional methods to align business and impact goals. Let's dig into the new management systems, business models, financing tools and legal frameworks they are inventing.

DETAILED DESCRIPTION

Prerequisites:

Basic knowledge of business management (finance, accounting, marketing). Background in economics and modern history.

Course overview (executive summary):

Companies are asked to bring solutions to environmental and social issues. By responding to this call, they are massively innovating and creating new forms of capitalism. This course will dig into these innovations through a bit of theory, a lot of inspiring stories and collaborative experiences.

Each session will be focused on one specific field (trends in favor of corporate engagement, collaborative management systems, purpose driven company frameworks, new financing tools, social entrepreneurship…) and teach the students basic state of the art knowledge. Through discussion and collaborative work, they will also learn how to analyze the different approaches using a critical mindset.

The goal of the course is to train student to be able to contribute to their company engagement in the future by bringing fresh ideas and use their critical analysis skills.

Principal Items:

Impact based business models. purpose-driven legal frameworks, social entrepreneurship, Impact investment.

Pedagogical Objectives:

Students will be updated on the state of the art for all methods, theories and tools companies are using to boost their impact and solve environmental and social problems.

Skills:

Later, when working in an engaged company, they will be able to become “leaders with a purpose”. This course will provide them with the knowledge and methods to boost their impact.

Course organization - detailed outline:

6 sessions of 3 hours, once per week during one bimester

Session 1: Winds of change

Employees, consumers, investors…They are all asking companies to embrace change and bring solutions to environmental and social problems. This introductory course will take the students through stories from today and from the past that illustrate this trend and demonstrate how much impact companies can have, that they can be part of the solution instead being part of the problem.

Session 2: Employees Empowerment & horizontal management systems

What if rebellion, alignment with your inner self and vulnerability were the most valued skills in your company? It sounds weird but some companies built horizontal management systems that successfully combine performance and personal fulfillment. Let’s talk about the most impressive examples and how they can inspire the whole corporate world.

Session 3: Purpose driven companies – new legal frameworks

Things have changed since Milton Freedman wrote in 1970 that “Social Responsibility of Business is to Increase Its Profits”. Both in the United States and in Europe, efforts have been made to update companies legal frameworks to make them able to serve a purpose and not only financial goals. Let’s discover the changes that are driven by these updates, especially in France where more than 1M employees work in a “société à mission”.

Session 4: New indicators and financing tools

Impact needs to be proven and materialized. Let’s talk about all the tools that are developed to measure non financial impact. Let’s see how they are defining a new finance that aims at valuing social and environmental outcomes and create new business models.

Session 5: Impact entrepreneurship stories and collaborative assessments

During first half of the session, we will share and discuss inspiring stories of leaders who use these new forms of capitalism to solve social and environmental issues. Second half will be dedicated to collaborative assessments (mission committee play role or purpose driven company critical analysis)

Session 6: Impact entrepreneurship stories and collaborative assessments

During first half of the session, we will share and discuss inspiring stories of leaders who use these new forms of capitalism to solve social and environmental issues. Second half will be dedicated to collaborative assessments (mission committee play role or purpose driven company critical analysis).

HEC PARIS

TEACHING MATERIALS

Books:

The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good, *James O'Toole*

Reinventing Organizations, *Frédéric Laloux*

Refonder l'entreprise, *Armand Hatchuel, Blanche Segrestin*

Impact: Reshaping capitalism to drive real change, *Sir Ronald Cohen*

Digital Resources:

N/A

TEACHING METHODS

During the first four sessions, lectures and discussions will take place. Reading materials will be sent in advance to students, who will be asked to share their thoughts on the topic. Lectures will have a strong focus on inspiring entrepreneurial and business stories.

During the two last sessions, students will present their collaborative group works and show their ability to step back and analyze companies' engagement strategies.

WORK AND EVALUATIONS

Work requested:

Reading of materials before each session

Active classroom participation

Group work presented at the end of the course:

-Critical analysis of a company CSR/Impact/mission strategy: 20 min group presentation

-Simulation of a mission/ stakeholders committee: 20 min role play

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Active classroom participation	*Ongoing*	*30%*
Groupe project	*20 min presentation*	*70%*

BIOGRAPHY

Guillaume Desnoës has been developing impact focused companies since 2008. He is the co-founder of Alenvi, a company that aims at humanizing elderly care and operates three businesses: home care services agency (Alenvi),coliving for elderly people with dementia (Biens Communs) and professional training for care professionals (Compani). Guillaume is also co-chairman of the Communauté des entreprises à mission and author of two books: U*npacte* and *La société du lien.*

STRATEGIC PEOPLE MANAGEMENT

Teacher: **Maxime CHEVALLET**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	In-person

Keywords:

COMMUNICATION MANAGEMENT STRATEGY ORGANIZATION PERSONAL DEVELOPMENT

SYNOPSIS

Men and women are the most important resources for companies. As a future leader in these firm, how can you succeed without really learning how to manage and efficiently collaborate with people? This course is designed to give you the keys principles to be successful as Managers or HR within your future company.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

Do you feel unprepared to manage your own team? Do you sometimes wonder what does dealing with Human Resources actually mean? If so, it should not come as a surprise. Over the past decades, business schools' reputation has been built on marketing and finance excellence and more recently, entrepreneurship. However, from our experience undergraduates have zero to limited knowledge when it comes to managing people… but are paradoxically expected to become great leaders!

Meanwhile, human resource management has come a long way to become more strategic, pushed by several factors: entire industries are facing major disruptions; the war on talent is raging between companies; multiple generations must learn how to work together in the same workplace; digitalization and the ubiquity of data has created new fields, such as People Analytics…

Principal Items:

HR, Management, Leadership, People

Pedagogical Objectives:

This course is intended for students who wish to be trained to face these challenges and improve their people management skills. Through a series of guest speakers coming from prestigious companies (e.g. in previous years: LVMH, Uber, Google, Ubisoft, startups...), application workshops, live experiments and real-life examples, students will reach the following objectives:

- Learn modern and solid HR concepts (no BS!)

- Use efficient management tools

Skills:

Collaboration, leadership, cross cultural knowledge, HR fundamentals, People management, Business acumen

Course organization - detailed outline:

6 sessions of 3 hours, once per week, during one bimester

The course consists of six parts (the order and the themes may vary a bit):

- Part I: Course intro & Collaboration: what is human capital, what drives people to work together, etc.

- Part II: Leadership & Talent management: how to be a great leader, how to acquire, develop and retain the bests

- Part III: Employee experience: how to provide the best experience for employees in companies, and how it can become a real competitive advantage

- Part IV: Performance & potential: how to identify and leverage performance and potential of people to drive company success and strike the right balance between employee development and economic growth

- Part V: People analytics: with all digital transformations ongoing, how to fully leverage people analytics to make better decisions every day

- Part VI: Group assignments restitution

TEACHING MATERIALS

Books:

- Laszlo BOCK - Work Rules!

- Yuval Noah HARARI - Sapiens

- Cass SUNSTEIN/Richard THALER - Nudge

- Jean-Léon BAUVOIS - Petit traité de manipulation à l'usage des honnêtes gens

Digital Resources:

N/A

TEACHING METHODS

Students will be expected to participate during class and work in groups, like they will do most of their lives in a real company.

WORK AND EVALUATIONS

Work requested:

Students will be required to participate in class, and an MCQ will be taken at mid-course. A final group assignment based on a topic given at the beginning of the semester will be required for the last session

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation in class	*Individual*	*20%*
MCQ will be taken at mid-course	*Individual*	*30%*
Class assignment	*Group*	*20%*
Final group assignment	*Group*	*30%*

BIOGRAPHY

Maxime Chevallet is a Senior Manager at Akoya, a consulting company dedicated to support international companies with their people challenges. Through his career and his studies abroad (US, Canada, Taiwan, Spain, Austria), Maxime has acquired various knowledge around people management in professional and international context. He strongly believes that soft skills and a deep understanding of people are two key elements to be successful within companies, and will try to share with students his knowledge from academic sources as well as his consulting experience having worked with major companies over the past 6 years (e.g., L'Oréal, Decathlon, Danone, CHANEL…).

HEC PARIS

MOOC / ONLINE

ONLINE COURSE : CRÉER ET DÉVELOPPER UNE STARTUP

Enseignant : **Etienne KRIEGER**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	**B2**	Français	54	E-Learning (asynchrone)

NB: You can only have one inscription in a MOOC's course per bimester

Mots-clés :

ENTREPRENEURSHIP INNOVATION STRATEGY MARKETING FINANCE

SYNOPSIS

Ce cours vous permettra d'identifier et d'évaluer des opportunités de création d'entreprises technologiques et d'en comprendre les principaux enjeux humains, techniques, commerciaux, environnementaux et financiers.

DESCRIPTION DETAILLEE

Prérequis :

Logiciel Zoom + accès aux vidéos Coursera durant le cours. **Lien** vers la vidéo d'introduction.

Présentation générale du cours :

Ce cours se compose de sessions méthodologiques et de témoignages d'entrepreneurs et d'acteurs emblématiques de la création d'entreprises technologiques. Vous pourrez ainsi vous familiariser avec les dilemmes essentiels auxquels sont confrontés les créateurs d'une entreprise high tech, à commencer par la décision de créer sa propre structure, qui représente un véritable choix de vie.

Thèmes principaux :

Startups, Venture Capital, Deep tech, Finance, Stratégie, Entrepreneuriat, Innovation.

Objectifs Pédagogiques :

Ce cours vous permettra d'identifier et d'évaluer des opportunités de création d'entreprises technologiques et d'en comprendre les principaux enjeux humains, techniques, commerciaux, environnementaux et financiers. Vous disposerez ainsi de bases solides pour créer votre entreprise high tech ou décider d'en rejoindre une. Décider de créer ou de rejoindre une entreprise technologique dans ses premières années est la promesse d'une aventure hors du commun mais ce n'est pas un acte anodin : il faut être capable d'accepter que toutes les « bonnes » idées ne conduisent pas au succès, que seule une minorité de projets débouchera sur un immense succès.

Il faut aussi renverser votre rapport à l'échec, qui est une source d'expérience et doit être géré selon la logique de la « perte acceptable » : l'entrepreneur aime l'incertitude, pas le risque démesuré.

La création d'entreprises technologiques vous offre une réelle occasion de contribuer à changer le monde mais nécessite que vous adoptiez un certain état d'esprit et que vous puissiez acquérir des savoirs, des savoir-faire et des savoirs être, ainsi qu'une expérience significative.

Compétences développées :

Compréhension des fondamentaux de la création et du développement d'une startup technologique : constitution d'une équipe, propriété intellectuelle, business model et stratégie commerciale, enjeux financiers, formulation du plan de développement…

Organisation du cours – plan détaillé :

cf. planning ci-dessous + lien direct vers les contenus du MOOC : **LIEN**

 # 1 : De l'innovation au marché : comment repérer des opportunités d'innovation

La création d'une entreprise technologique est avant tout une aventure humaine qui nécessite, pour chaque associé, de s'interroger sur ses choix de vie. Au-delà de l'intuition initiale d'une nouvelle offre basée sur une technologie de pointe, nous souhaitons vous familiariser avec plusieurs pratiques et méthodes de conception. *Vous serez plus spécifiquement invités à explorer les usages auxquels votre offre pourra répondre et les différentes manières de vous distinguer des offres existantes.*

#2 : Maturation d'un projet d'innovation technologique

Cette séance vous familiarisera avec les étapes clés de la maturation d'un projet innovant. Nous vous présenterons les fondamentaux du management de projet et le processus qui permet de prendre graduellement des décisions cruciales pour votre entreprise. *Vous découvrirez les principaux piliers de votre projet stratégique et quelques principes de la stratégie d'entreprise.*

#3 : Un aperçu de l'écosystème d'innovation

Les jeunes entreprises technologiques sont souvent issues de recherche réalisées dans des laboratoires publics ou privés. Leur valorisation peut directement passer par des accords de licence mais la création d'une entreprise ex-nihilo est parfois l'option retenue pour transformer des travaux académiques en un produit ou un service innovant. *Cette séance vous permettra de vous familiariser avec la logique du service de valorisation d'une université de premier rang en matière de production scientifique.*

#4 : Calculez vos besoins de financement et trouvez des partenaires financiers

Le développement d'une innovation technologique est une aventure passionnante qui s'apparente souvent à une course d'obstacles lorsqu'il s'agit de trouver les premiers financements. *Cette séance relative au financement de l'innovation vous permettra de voir comment déterminer vos besoins de financement et comment trouver les ressources correspondantes.*

#5 : **Modèle économique, plan de développement et exemples de modalités de valorisation**

Le développement d'une technologie, la constitution d'une équipe et le financement du démarrage ne sont pas les seuls défis auxquels vous et vos collègues seront confrontés. L'élaboration d'une proposition de valeur crédible et d'un business model scalable et rentable nécessitent de nombreux allers-retours avec le terrain car les clients et les modalités de commercialisation de votre offre seront souvent très différents de ce qui était initialement envisagé.

#6 : **Examen final (quiz online).**

MATERIEL PEDAGOGIQUE

Ouvrages :

N/A

Ressources numériques :

- www.ikigai-colors.com/index.php/blog/ + https://solutions.lesechos.fr/auteur/etienne-krieger/ :

- KRIEGER E. (2023), « **Deep Tech : 4 défis pour l'entrepreneuriat** », Les Echos Solutions, 06/07/2023 : https://solutions.lesechos.fr/tech/c/deep-tech-4-defis-pour-lentrepreneuriat-39953/

- KRIEGER E. (2023), « **Les startups, ces entreprises atypiques combinant dérisquage, hypercroissance et cession programmée** », Les Echos Solutions, 17/03/2023 : https://solutions.lesechos.fr/business-development/c/les-startups-ces-entreprises-atypiques-combinant-derisquage-hypercroissance-et-cession-programmee-36486/

- KRIEGER E. (2023), « ***Quel est le profil-type des startups financées par le capital-risque à leur sortie ?*** », Maddyness, 19/12/2023 : www.maddyness.com/2023/12/19/quel-est-le-profil-type-des-startups-financees-par-le-capital-risque-a-leur-sortie/

- KRIEGER E. (2024), « **Radiographie du capital d'une jeune licorne : Mistral AI** », Maddyness, 17/01/2024 : https://www.ikigai-colors.com/index.php/2024/01/17/radiographie-du-capital-dune-jeune-licorne-mistral-ai/

- KRIEGER E. (2023), « **Les 4 critères principaux que regardent les investisseurs** », Maddyness, 02/08/2023 : www.maddyness.com/2023/08/02/criteres-investisseurs/

- KRIEGER E. (2023), « ***Capital risque : pourquoi les startups doivent prendre en compte la règle des 10X »***, Maddyness, 24/11/2023 : www.maddyness.com/2023/11/24/capital-risque-pourquoi-les-startups-doivent-prendre-en-compte-la-regle-des-10x/

- KRIEGER E. & LETHBRIDGE A.C. (2023), "**Allier compétences et personnalités au sein des équipes entrepreneuriales**", adapté de la tribune "*Le succès repose sur l'alchimie de l'équipe dirigeante*", Le Figaro Entrepreneurs, pages 4-5, 4 mai 2016 : www.ikigai-colors.com/index.php/2023/09/04/allier-competences-et-personnalites-au-sein-des-equipes-entrepreneuriales/

- KRIEGER E. (2023), « **L'investissement à impact : avenir du capital-innovation ?** », Les Echos Solutions, 01/09/2023 : https://solutions.lesechos.fr/financement-assurance/c/linvestissement-a-impact-avenir-du-capital-innovation-40668/

- KRIEGER E. (2023), « **La proposition de valeur : au cœur du réacteur entrepreneurial** », Les Echos Solutions, 29/09/2023 : https://solutions.lesechos.fr/business-development/c/la-proposition-de-valeur-au-coeur-du-reacteur-entrepreneurial-41447/

METHODES PEDAGOGIQUES

Le format du MOOC vous permet d'avancer à votre rythme, sur une période de 4 à 6 semaines. Cet électif combinera des sessions vidéo, des webinars et diverses ressources de modélisation économique et financières adaptées à la création et au développement de startups technologiques.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Le cours inclura des quizzes optionnels pour évaluer votre compréhension et des quizzes notés. La participation aux webinars est obligatoire.

Durée totale : environ 18 heures. **Séances obligatoires** et **liens Zoom** (cf. mails ou Blackboard)

- Webinar d'introduction, le **mardi 22 octobre** de **20h30** à **21h30** >> via Zoom (**LIEN** communiqué par mail)

- Webinar de mi-parcours, le **mardi 19 novembre** de **20h30** à **21h30** >> idem

- Examen final online : le **mardi 3 décembre** de **20h30** à **21h30** >> idem

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Participation aux deux webinars, la réponse aux quiz	*Individuel*	*30%*
Examen final	*Individuel*	*70%*

Précisions complémentaires :

Ce cours comprend **3 quizzes obligatoires** consécutifs aux différents webinars ainsi que quizzes optionnels relatifs à l'ensembles des vidéos.

BIOGRAPHIE

Étienne Krieger, diplômé d'HEC et docteur ès sciences de gestion à l'Université Paris-Dauphine, est Professeur Affilié à HEC Paris et expert en matière de finance entrepreneuriale. Il est directeur académique du programme HEC Challenge + (France & Afrique) et du certificat exécutif « Dirigeant PME : Innovation, Impact & Croissance ». Il est également Directeur Scientifique du Certificat Entrepreneuriat et Conseiller Scientifique du MSc in Innovation and Entrepreneurship (MSIE) d'HEC Paris. Enseignant à HEC Paris, il a accompagné plus de 1000 créateurs et dirigeants d'entreprises innovantes. Il est président du Club Challenge +, association regroupant une centaine de dirigeants d'entreprises innovantes. Il est membre du comité d'investissement du fonds d'investissement Paris Saclay Seed Fund. Il est par ailleurs cofondateur, administrateur et/ou conseiller de plusieurs entreprises technologiques. Il a accompagné la société Xiring en qualité d'administrateur indépendant, depuis sa cotation sur Euronext Paris jusqu'à l'OPA amicale d'Ingenico. Coauteur de l'ouvrage *"De l'entreprise traditionnelle à la start-up : les nouveaux modèles de développement*", il a publié de nombreux articles sur le thème de l'innovation, de la confiance et du financement des jeunes entreprises. Il est par ailleurs l'éditeur et le directeur de la publication du site www.ikigai-colors, consacré à l'art, à la science, à l'innovation et aux enjeux de société.

Auteur et Directeur de la collection « Outils de pilotage » chez NetPME et NetLEGIS, il a développé une gamme de logiciels de modélisation et d'ingénierie financière. Il est coauteur du MOOC « *Créer et développer une startup technologique* » réalisé par HEC et l'Ecole Polytechnique. Ce cours diffusé par Coursera a réuni plus de 65 000 inscrits issus de 143 pays. Il a également créé un cours de finance entrepreneuriale pour le premier programme diplômant d'HEC dispensé intégralement en ligne : l'Executive MSc in Innovation and Entrepreneurship (MSIE).

ONLINE COURSE : ENTREPRENEURIAL FINANCE

Teacher : **Etienne KRIEGER**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	54	E-learning (asynchronous)

NB: You can only have one inscription in a MOOC's course per bimester

Keywords:

ENTREPRENEURSHIP FINANCE INNOVATION STRATEGY MANAGEMENT

SYNOPSIS

This course is designed for those who want to get familiar with entrepreneurial finance and with the currently available financing mechanisms for innovation and growth companies. You will also get an introduction to financial modelling and financial engineering tools.

DETAILED DESCRIPTION

Prerequisites:

Zoom + connection to HEC's Intranet (BlackBoard) during the course

Course overview (executive summary):

The course material is relevant to a large number of situations potentially faced by entrepreneurs.

As part of this course, you will face several financial situations, followed by thorough debriefings of the simulations as well as lectures and illustrative cases on the art and science of entrepreneurial finance.

Even if we will explain some basic concepts of financial planning and financial engineering, the course is also relevant for participants with a first experience in corporate finance.

Principal Items:

Startups, New Ventures, Venture Capital, Finance, Strategy, Funding, Entrepreneurship, Innovation.

Pedagogical Objectives:

If you successfully complete this course, you should:

- Be familiar with the main issues and specificities of financing for innovation and growth.
- Understand methods of strategic and financial diagnosis for an innovative project.
- Be familiar with financial modelling applied to business planning.
- Be familiar with private equity and with the basics of financial engineering.

· Be aware of the main risk factors for new ventures and assess their impact on your financial plan.

Skills:

Understanding of the fundamentals of the creation and development of a new venture: equity allocation, business model and financial modeling, funding, financial engineering and exit issues...

Course organization - detailed outline:

Course of 18 hours, including preparation time.

I] Financial Growth Strategies

- *Description*: This course will present the main financial growth options for a new venture. We'll analyze successful startups either growing in a self-sustaining way or expanding thanks to significant capital infusions. We'll also analyze the innovation process and typical growth dilemmas: how to allocate the operational roles and share equity among founders in startups; what kind of business model; which financial strategies?

  This session will also help you analyze business opportunities through several criteria, among which financial criteria play a major role.

- *Learning Outcomes:* You will understand the main typical dilemmas for founders of a new venture. You will also learn about numerous sources of need-based innovation and the frequent gap between initial business forecasts and real life. You will assess real business plans with a customizable screening and evaluation tool. This assessment process will allow you to see the relative part of the economic and financial parameters in the evaluation of an innovative project.

II] Business Planning and Financial Modelling

- *Description*: Upon completion of this session, you will be familiar with the financial component of business planning: financial modeling. The issue is not only to forecast your company's earnings but also to balance your financing plan since a startup has often to finance initial negative cash flows, substantial capital expenditure as well as changes in working capital. You will therefore use a method and an advanced modeling tool generating pro-forma financial income and balance sheets.

  Risks and rewards are closely linked… but a high risk does not always imply a high return, especially for new ventures. Whereas risk is defined as the standard deviation of returns on corporate finance, this session will show the huge diversity of risk factors for new ventures. Each development stage of your company implies major categories of risks and difficulties. We will therefore analyze the main causes of startup failures and review best practices from entrepreneurs having launched their startup.

- *Learning Outcomes*: you will be able to understand the structure and the dynamics of a Profit & Loss Statement and a cash flow table. You should therefore be able to calculate your cash requirements. Through sensitivities, you will also understand the impact of major parameters on your free cash flow such as sales prices and customer credit. You will also be able to assess the impact of critical risks on your business plan and use risk mitigation tools. You will also get familiar with the types of risks that venture capitalists are willing to bear and those they transfer to other stakeholders. You will understand how entrepreneurs perceive risk and the main difficulties they face in the process of creating and developing their startup. You will see how they leverage on trust in order to lower perceived risks by their counterparts and to enhance the potential return pertaining to their startup.

III] Sources of Financing

- *Description*: Developing an innovation is an exciting adventure, which can often resemble an obstacle course when it comes to finding that all-important initial funding. New technologies are a source of fascination, but investors may be reluctant to get involved because of the very real technical commercial and personal risks involved. Nevertheless, various sources of funding are available, and entrepreneurs show immense creativity in the way they negotiate the successive phases between developing cutting-edge technology and bringing to market a solution which is both innovative and profitable. The aim of this lecture on innovation financing is to help you to identify your funding requirements and find the most appropriate resources. You will also get familiar with the decision framework used by some venture capitalists.

- *Learning Outcomes*: You will have an overview of potential sources of funding for innovation and new ventures. We'll survey alternative forms of financing including friends and family, business angels, VCs, banks, trade credit and crowdfunding, when they are used, how frequent they are, what they offer and what they don't offer.

IV] Financial Engineering

- *Description*: We will address issues of financial engineering applied to new venture evaluation and financing. We will examine various types of financial valuation methods, including DCF, valuations based on industry benchmarks and specific VC methods.

  The conclusion of our course will summarize an entrepreneur's financial margin of manoeuvre, ranging from operational cash flows to subsidies, debt and capital increase.

  We'll also see how a contract with a VC looks like and why. We will explain how to compute pre-money and post-money valuations and how to compute future share ownerships and dilutions based on investments and pre-money valuations. We'll also address certain touchy clauses like anti-dilution rules or ratchet mechanisms.

  We'll discuss the pros and the cons of two opposite growth strategies. We will also share the recommendations from several entrepreneurs regarding the issue of creating and financing new ventures. On top, we will share with you our own experience of innovation and startup creation.

- *Learning Outcomes*: You will get familiar with financial evaluation methods and tools, as well as issues related to shareholders' agreements. You and your partners will be able to make an informed choice about your growth strategy and the price to pay for a given option. You will benefit from general recommendations and have access to powerful business and financial tools.

TEACHING MATERIALS

Books:

N/A

Digital Resources:

- www.ikigai-colors.com/index.php/blog/ ; e.g. articles below:
- KRIEGER E. (2023), « ***Startups, these atypical companies combining derisking, hypergrowth and planned M&A*** »: Ikigai Colors, Sept. 2023: www.ikigai-colors.com/index.php/2023/09/13/startups-these-atypical-companies-combining-derisking-hypergrowth-and-planned-ma/

- KRIEGER E. (2023), "***VCs' main investment criteria"***, August 2nd 2023 (adapted from an article published on www.maddyness.com):www.ikigai-colors.com/index.php/2023/08/02/vcs-main-investment-criteria/
- KRIEGER E. (2023), « Heading for Value: The '10X' Rule in Venture Capital", Ikigai Colors, 24 Nov. 2023: www.ikigai-colors.com/index.php/2023/11/24/heading-for-value-the-10x-rule-in-venture-capital/
- KRIEGER E. (2023), "***Impact Investment: The Future of Venture Capital?",*** Ikigai Colors, Sept. 1st, 2023: www.ikigai-colors.com/index.php/2023/09/01/impact-investment-the-future-of-venture-capital/
- KRIEGER E. (2023), « ***The Challenges of Deep Tech Entrepreneurship*** »: Ikigai Colors, 6 July 2023: www.ikigai-colors.com/index.php/2023/07/06/the-challenges-of-deep-tech-entrepreneurship/
- KRIEGER E. (2023), « ***The Power of a Compelling Value Proposition for Startups and SMEs*** »: Ikigai Colors, 30 Sept 2023: http://www.ikigai-colors.com/index.php/2023/09/30/the-power-of-a-compelling-value-proposition-for-startups-and-smes/
- KRIEGER E. (2024), "***X-Raying the Financial Ascent of a Young Unicorn: Mistral AI",*** Ikigai Colors, 17 Jan. 2024: www.ikigai-colors.com/index.php/2024/01/17/x-raying-the-financial-ascent-of-a-young-unicorn-mistral-ai/
- KRIEGER E. (2023) "***Reverse engineering successful exits: What is the typical profile at the exit of startups funded by venture capital?",*** Ikigai Colors, 19 Dec. 2023: www.ikigai-colors.com/index.php/2023/12/19/reverse-engineering-successful-exits-what-is-the-typical-profile-at-the-exit-of-startups-funded-by-venture-capital/
- KRIEGER E. (2023) "***Boosting Serendipity: How to Find Associates in Startups?",*** Ikigai Colors, 30 August 2023: www.ikigai-colors.com/index.php/2023/08/30/boosting-serendipity-how-to-find-associates-in-startups/
- KRIEGER E. (2023), « ***The Strategic Committee: Key to Entrepreneurial Performance*** »: Ikigai Colors, 6 June 2023: www.ikigai-colors.com/index.php/2023/06/06/the-strategic-committee-key-to-entrepreneurial-performance

TEACHING METHODS

This course is a combination of videos, lectures, discussions and case studies. You will prepare and engage in a series of entrepreneurial situations for which you will solve issues related with financial modelling and engineering. Link to dedicated directory (business cases, tools and readings): LINK.

You will use specific tools during the class and between the sessions: opportunity screening grid, financial planning tool enabling sensitivity analyses (WCR, change in prices), financial engineering tools (e.g., impact of growth and profitability on a DCF analysis), VC portfolio analysis...

The MOOC format allows you to progress at your own pace, over a period of 6 weeks.

WORK AND EVALUATIONS

Work requested:

Total duration: around 18 hours. **Mandatory sessions:**

- Introductory Webinar, on **Monday, September 2nd** from **20:30** to **21:30** >> **LINK** (provided via E-mail)

- Mid-term Webinar, on **Monday, September 16th** from **20:30** to **21:30**

- Final online Quiz: on **Monday, October 7th** from **20:30** to **21:30**

The Coursera quizzes are optional, but they will help you prepare the final online quiz

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Participation in the two webinars and the answer to the quizzes	*Individual*	*30%*
Final exam	*Individual*	*70%*

Additional details:

The course will include optional quizzes to assess your understanding and graded quizzes (*). Participation in webinars is mandatory.

(*) The Coursera quizzes are only used in this course as a way to train you for the final online quiz

BIOGRAPHY

Dr. **Etienne Krieger** is an Affiliate Professor at HEC Paris. He is academic director of the HEC Challenge + certificate (France & Africa) and the “SME Manager: Innovation, Impact & Growth” certificate.

Etienne is a graduate of HEC Paris and holds a Ph.D. in management science from Paris Dauphine University. He has advised more than 800 innovative companies. He is member of the Paris Saclay Seed Fund investment committee. He is also cofounder and/or advisor of several innovative companies and he was a board member of Xiring, a leading security solutions provider for electronic transactions, from its IPO until its friendly takeover by Ingenico.

He authored numerous books, papers, financial and business tools for entrepreneurs.

Dr. Krieger mainly teaches entrepreneurial finance. He launched a MOOC (Massive Open Online Course) jointly developed by HEC and Ecole Polytechnique about technology-based start-up creation and development. This MOOC provided by Coursera has been followed by more than 65 000 students worldwide. He also designed the online course on Entrepreneurial Finance in HEC's Executive MSc in Innovation and Entrepreneurship.

MOOC OMIND – Transformative Leadership Through Cognitive Neurosciences and Gaming

Teacher : **Nicolas BESSAN**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	S1	English	54	E-learning (asynchronous)

NB: You can only have one inscription in a MOOC's course per bimester

Keywords:

COGNITIVE NEUROSCIENCES LEADERSHIP EMOTIONAL INTELLIGENCE INNOVATION EXPERIENTIAL

SYNOPSIS

Dive into the cutting-edge world of cognitive neurosciences and games to master your emotional and cognitive agility for unparalleled leadership. This immersive course invites you on an inspiring journey to the frontiers of brain science and interactive learning. As you navigate through meticulously designed gaming experiences, you'll encounter real-world scenarios that challenge your decision-making, problem-solving, and emotional regulation skills. You'll explore the neural mechanisms behind effective leadership, empathy, and collaboration, turning abstract concepts into tangible skills. The course doesn't just aim to impart knowledge; it's designed to transform you. Through experiential learning, you'll develop a deeper understanding of yourself and others, enhancing your emotional intelligence and cognitive flexibility.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

In today's rapidly evolving professional landscape, the demand for leaders who possess not only technical expertise but also profound emotional intelligence and cognitive agility has never been greater. The "Transformative Leadership through Cognitive Neuroscience and Gaming" course is meticulously designed to meet this demand, offering an unparalleled learning journey that fuses the latest advancements in cognitive neurosciences with the engaging and dynamic world of gaming.

At the core of this course is a cutting-edge pedagogical strategy that combines cognitive neuroscience insights with practical, experiential learning through specially designed video games. This approach allows participants to explore and enhance their leadership capabilities in real-time, tackling complex challenges and scenarios that mirror the intricacies of the modern business environment.

Each game is based on scientific protocols that have been the subject of hundreds of publications. By leveraging their neuroscientific principles and interactive gameplay, the course facilitates a deep, experiential understanding of leadership, emotional intelligence, and cognitive flexibility.

The key objectives are:

- **Self-Discovery and Emotional Intelligence**: Participants will embark on a journey of self-discovery, gaining insights into their own emotional and cognitive processes. The course aims to heighten emotional intelligence, enabling future leaders to manage emotions effectively, both within themselves and in their teams.
- **Cognitive Agility and Problem-Solving**: Through engaging with real-world simulations, students will develop the ability to adapt their thinking and problem-solving approaches, enhancing their capacity for innovation and creative solutions.
- **Application of Neuroscience in Leadership**: The course demystifies how cognitive neuroscience can inform and improve decision-making, motivation, and team dynamics, grounding leadership strategies in solid scientific research.
- **Practical Leadership Skills**: With a strong focus on actionable skills, the course prepares students to excel in communication, conflict resolution, strategic planning, and much more, ensuring they are equipped to lead effectively and empathetically in any professional setting.
- **Continuous Learning and Development**: Emphasizing the importance of a growth mindset, the course encourages a lifelong commitment to learning and self-improvement, vital for sustaining leadership excellence.

Graduates of this course will emerge as visionary leaders, ready to navigate the complexities of the business world with a deep understanding of themselves and others. They will possess the skills to foster innovative, resilient, and high-performing teams, driving organizational success through informed and empathetic leadership. Furthermore, by integrating the principles of cognitive neuroscience into their leadership practice, participants will not only achieve professional excellence but also contribute to a culture of well-being and **sustained growth** within their organizations.

In conclusion, the "Transformative Leadership through Cognitive Neuroscience and Gaming" course represents a pioneering approach to leadership development. It promises not just to educate but to transform, equipping the next generation of leaders with the knowledge, skills, and insights they need to thrive in an ever-changing world.

Principal Items:

Cognitive Neurosciences, Leadership, Emotional intelligence, Cognitive agility and problem solving, Empathy

Pedagogical Objectives:

- **Build a Strong Foundation of Self-Understanding**: Guide students to analyze and reflect on their personal emotional and thinking patterns. This objective aims to improve self-awareness, highlighting the importance of recognizing one's strengths and areas for growth to become effective leaders.
- **Sharpen Emotional Skills for Professional Use**: Train students to better identify, understand, and manage emotions—both their own and those of others. Practical exercises and simulations will enhance abilities in empathy, communication, and emotional control, skills vital for leading teams and forging strong professional relationships.

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- **Boost Adaptability and Problem-Solving**: Enhance students' ability to think on their feet and adjust to new challenges or information swiftly. By fostering creative thinking and solution-focused approaches, the course prepares students to face unpredictable business scenarios with confidence and innovation.
- **Translate Brain Science into Practical Leadership Techniques**: Convert the latest findings in cognitive neuroscience into usable strategies for making better decisions, motivating teams, and improving organizational performance. This objective aims to ground leadership practices in scientific understanding, making them more effective and informed.
- **Master Practical Leadership and Management Skills**: Focus on equipping students with a clear set of skills required for leadership and management, including clear communication, conflict resolution, strategic planning, and delegation. The course emphasizes real-life application, ensuring students leave ready to implement these skills in their day-to-day roles.
- **Cultivate a Commitment to Continuous Improvement**: Motivate students to embrace a mindset of ongoing learning and development. By recognizing that leadership is a journey rather than a destination, this objective encourages proactive engagement with new learning opportunities and self-improvement strategies.

Skills:

Team management and development

- Rallying your team/peers around your ideas or projects.
- Delegating and giving responsibility (identifying tasks, understanding what is at stake).
- Assessing the team's situation and motivating factors.
- Leading the team in a caring way to prevent conflict.

Communication and relationships

- Bringing out creativity in meetings
- Listening to employees/customers
- Negotiating soundly and effectively

Personal management and adaptability

- Remaining calm in situations of uncertainty, pressure or urgency
- Maintaining my commitment over the long term.
- Letting go when things get out of control.

Project management and organisation

- Make decisions quickly and easily, weighing up the risks
- Be efficient on a daily basis: organize and plan my time, combat procrastination.

Course organization - detailed outline:

- 60’ online gaming assessment (5’ each)

- 50'x 16 e-learning sessions
- 60' x 3 online masterclass

TEACHING MATERIALS

Books:

N/A

Digital Resources:

Omind platform and pedagogical content

BAR, M. (2022). *Mindwandering: How Your Constant Mental Drift Can Improve Your Mood and Boost Your Creativity*. Hachette UK.

CLARK, A. (2015). *Surfing uncertainty: Prediction, action, and the embodied mind*. Oxford University Press.

DAMASIO, A. (2019). *The strange order of things: Life, feeling, and the making of cultures*. Vintage.

GAZZALEY, A., & ROSEN, L. D. (2016). *The distracted mind: Ancient brains in a high-tech world*. Mit Press.

KAHNEMAN, D. (2011). *Thinking, fast and slow*. Macmillan.

KRAMER, G. (2007). *Insight dialogue: The interpersonal path to freedom*. Shambhala Publications.

LUMINET, O., & GRYNBERG, D. (2021). *Psychologie des émotions : Concepts fondamentaux et implications cliniques.* DeBoeck

MIHALY, C. (2013). Creativity: The psychology of discovery and invention. *New York, Harperperennial,"Modern Classics*.

SHANKLAND, R., & ANDRE, C. (2020). *Ces liens qui nous font vivre : éloge de l'interdépendance*. Odile Jacob.

SCHARMER, C. O. (2009). *Theory U: Learning from the future as it emerges*. Berrett-Koehler Publishers.

ZAK, P. (2017). *Trust factor: The science of creating high-performance companies*. Amacom.

TEACHING METHODS

- Fully flipped classroom
- Immersive gaming
- Role play & case study

WORK AND EVALUATIONS

Work requested:

- QCM on elements of cognitive neuroscience and psychology seen in class
- completion of online games and e-learning
- essay writing on your own personal journey

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
QCM on cognitive neuroscience	*1h30 individual*	*50%*
Online game completion	*1h individual*	*25%*
Essay writing	*1h30 individual*	*25%*

BIOGRAPHY

MOOC LE WAGON – Introduction to Web Development (HTML & CSS)

Teacher: **LE WAGON**

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
L3 & M1 & EXCHANGE	**B1 and B2**	English	70	E-Learning (asynchronous)

NB: You can only have one inscription in a MOOC's course per bimester

Keywords:

DATA WEB DEVELOPMENT

SYNOPSIS

This course teaches students how to code simple, elegant and responsive websites using HTML and CSS (front-end languages for coding websites). It is a great way to discover how a website works with a hands-on approach where students will actually code their own websites.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview:

This course enables students to launch their website online, configure their domain name, integrate 3rd party services through APIs that can manage payment, newsletters, geo-location, surveys, and much more. Finally, students learn how to implement Google Analytics to monitor their website's traffic and its users' behavior.

Student will gain a technical mindset which is key in a world where everything tends to be digital. They will be able to better manage developers and not be afraid of code and technology in their future career.

Principal Items:

Web development and website creation

Pedagogical Objectives:

The course has the following specific objectives:

- Provide participants with an understanding of the key principles of web development, how to structure a website with HTML and design it with CSS

- Allow participants to learn about web development tools, libraries and 3rd party services and how tech companies can scale products by re-using existing tools and services

- Allow participants to understand how to quickly develop a simple website and collaborate with developers

Skills:

At the end of the course, students will know how to create responsive websites and understand the key principles of web development

Course organization – detailed outline:

The course is 100% online and consists of the following lessons:

- Introduction (intro to web development / installing developer tools)
- HTML Basics (skeleton and head, body and most common tags)
- CSS Basics (syntax and first properties)
- Fonts and colors (how to design fonts and colors, web services for design)
- Structuring with divs (div design techniques)
- Id and class (advanced CSS selectors)
- Responsive Design (media queries in CSS)
- Put your profile online (publishing a website on github)
- Building a UI kit in CSS (Introduction to Atomic Design)
- Flexbox Basics (coding advanced components like cards)
- 3rd-party services (how to integrate payment, web forms, surveys)
- Domain Name and Analytics with Google Analytics

TEACHING MATERIALS

Books:

- DUCKETT John, HTML and CSS: Design and Build Websites, Wiley, 2011
- MEYER Eric, CSS: The Definitive Guide, O'Reilly Media, (November 17, 2006)
- VEROU Lea, CSS Secrets: Better Solutions to Everyday Web Design Problems, O'Reilly Media; 1 edition (July 3, 2015)
- KRUG Steve, Don't Make Me Think: A Common Sense Approach to Web Usability, New Riders, (January 3, 2014)

Digital Resources:

N/A

TEACHING METHODS

- **Online material:** students keep lifetime access to challenges, video tutorials, quizzes & resources that they can use for their professional and personal projects after the course ends.
- **Forum:** students are able to ask their questions on a forum dedicated to each course, where Le Wagon's teachers (professional developers, designers & data scientists) will answer on a **weekly** basis. N.B. **Carefully read forum topics before opening new questions.**

There will be one office hour session live for Q&A questions related to your final projects.

WORK AND EVALUATIONS

Work requested:

Student work is assessed through:

- Individual grading of the two websites they have to code and put online (a profile page + their startup or student association's website)

- Results to quizzes

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Quiz	*Individual*	*10%*
First Project	*Individual*	*40%*
Second Project	*Individual*	*50%*

BIOGRAPHY

About Le Wagon in a Nutshell

We teach students the core concepts of programming, web development, UX / UI design, automation and data science.

With us, students learn how to build robust and beautiful web or mobile applications, automate tasks with code, explore their data, collaborate within a team of developers & designers and adopt the technical workflow used by successful tech companies all over the world.

Acclaimed teaching abilities

For 6 years now, Le Wagon has been providing digital education to entrepreneurs and tech managers. We have taught 100 batches of our 9-week in-person coding bootcamp (15,000+ graduates). As a result, Le Wagon is now world's top-ranked coding school according to student reviews (sources: Switchup, Coursereport).

A diverse, worldwide, and knowledgeable community

Our community is worldwide. Le Wagon has 40 campuses in major cities around the world: 16 in EMEA, 5 in Asia Pacific (Bali, Tokyo, Shanghai...) and 6 in the Americas (Montréal, Sao Paolo, Buenos Aires...).

This means that we have a vibrant community with more than 300 teachers who are professional developers.

Watch ouf introductory video (1st video of the course)

MOOC DATA ANALYTICS – Acquérir une maitrise avancée du langage de programmation SQL

Enseignant : **DATABIRD**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	40	E-Learning (asynchrone)

NB: You can only have one inscription in a MOOC's course per bimester

Mots-clés :

DATA   LANGAGE SQL

SYNOPSIS

SQL est un langage qui permet d'interroger n'importe quelle base de données. A la fin de la formation vous serez capable de récupérer et utiliser tout type de données issues d'une base de données structurée. SQL est le langage le plus utilisé dans le monde de la data analyse

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

La Data est partout en entreprise, quelle que soit sa taille ou son secteur d'activité. La capacité à s'appuyer sur des données fiables est aujourd'hui très valorisée et donc demandée en entreprise. Les postes de Data Analyst, Data Scientist, Business Analyst, Growth, Sales, sont de plus en plus nombreux à pourvoir.

SQL, c'est LE langage qui permet d'interroger des bases de données de manière simple et intelligible. L'objectif de ce cours en ligne est de donner toutes les clés pour maîtriser ce langage, mais aussi comprendre les architectures data et donner une perspective sur les *nombreux use cases* data. Le cours est conçu et enseigné par des professionnels de la data qui apporteront de nombreux conseils ainsi que des retours d'expérience concrets sur l'utilisation de SQL en entreprise.

Ce cours vous permettra d'interroger et de faire parler n'importe quel set de données qui se présentera à vous !

Thèmes principaux :

Coding, Data

Objectifs Pédagogiques :

A l'issue du cours, l'étudiant sera capable de :

- Comprendre la notion de base de données relationnelles.
- Requêter de la donnée sur une base de données relationnelles
- Utiliser SQL pour réaliser de l'agrégation dans une base de données.
- Réaliser des jointures entre les différentes tables de la base de données
- Utiliser des fonctionnalités avancées de requêtage pour récupérer des données complémentaires.

Compétences développées :

Compétences analytiques, compétences de programmation

Organisation du cours – plan détaillé :

Le cours s'articule autour de trois axes :

1. Le concept d'une base de données et du langage SQL (requêtes)
2. Les opérateurs simples et intermédiaires (structure basique, ORDER BY, GROUP BY, JOIN)
3. Les fonctions avancées (WITH, HAVING, window functions, CASE et bien d'autres)

MATERIEL PEDAGOGIQUE

Le cours est enseigné sur la plateforme en ligne de DataBird. Les étudiants ont un accès à des tutoriels vidéo, des quiz et différentes ressources ainsi qu'un forum sur lequel les étudiants peuvent poser leurs questions et où les enseignants de DataBird répondent hebdomadairement.

Une session de Q&A live est également proposée en live via Zoom de façon hebdomadaire

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

L'approche de ce cours est pratique : la théorie s'arrête au strict minimum pour bien comprendre les concepts, ce sont aux élèves de pratiquer SQL sur les outils mis à leur disposition. Tout au long de la progression, des exercices de pratique seront à la disposition des élèves avec des retours sur la session précédente, afin de faire une synthèse et de répondre aux problèmes rencontrés.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Quiz	*Individuel*	*20 %*
Data Analysis Project	*Individuel*	*70 %*
Présence	*Individuel*	*10 %*

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MOOC DATA ANALYTICS – Découvrir les fondamentaux de la Data Analyse

Enseignant : **DATABIRD**

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	70	E-Learning (asynchrone)

NB: You can only have one inscription in a MOOC's course per bimester

Mots-clés :

DATA   DATA ANALYSE

SYNOPSIS

Ce MOOC explique les fondamentaux de la data analyse et présente trois des outils les plus utilisés dans le monde de la donnée : SQL, le langage des bases de données, Python le langage de programmation le plus utilisé sur le marché de l'emploi et enfin l'outil Tableau pour acquérir les bases de la datavisualisation.

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

SQL, Python et Tableau sont aujourd'hui les outils les plus utilisés pour gérer la data d'entreprise.

SQL est le langage qui permet d'interroger des bases de données, Python est le langage qui permet d'automatiser son travail et Tableau est le logiciel de data visualisation qui permet de visualiser les données de manière simple et intelligible.

L'objectif de ce cours est de donner toutes les clés pour découvrir ces deux langages et cet outil. Le cours est conçu et enseigné par des professionnels de la data.

Ce cours permet d'acquérir le niveau suffisant pour commencer à interroger des bases de données avec SQL, pour appréhender le langage de programmation le plus en vogue du moment Python et enfin pour exprimer de façon visuelle un set de données via Tableau

Thèmes principaux :

Dashboarding, Data

Objectifs Pédagogiques :

A l'issue de ce cours l'étudiant :

- Comprendra les bases des données relationnelles. Il sera capable d'utiliser des requêtes SQL simples pour interroger la base de données
- Comprendra les bases de l'algorithme sur Python
- Pourra réaliser des graphiques via Tableau et pourra ajouter différents éléments de filtrage sur ces graphiques pour présenter les KPIs de manière efficiente

Compétences développées :

Compétences analytiques, compétences de programmation

Organisation du cours – plan détaillé :

Le cours s'articule autour de cinq parties :

1. Le concept d'une base de données et du langage SQL (requêtes)

2. Les opérateurs simples et intermédiaires (structure basique, ORDER BY, GROUP BY, JOIN)

3. Introduction à Python et à l'algorithmique

4. Les types en Python (dictionnaires / listes / tuples)

5. Initiation à Tableau

MATERIEL PEDAGOGIQUE

Le cours est enseigné sur la plateforme en ligne de DataBird. Les étudiants ont un accès à des tutoriels vidéo, des quiz et différentes ressources ainsi qu'un forum sur lequel les étudiants peuvent poser leurs questions et où les enseignants de DataBird répondent hebdomadairement.

Une session de Q&A live est également proposée en live via Zoom de façon hebdomadaire

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

L'approche de ce cours est pratique : la théorie s'arrête au strict minimum pour bien comprendre les concepts, ce sont aux élèves de pratiquer SQL, Python et Tableau sur les outils mis à leur disposition. Tout au long de la progression, des exercices de pratique seront à la disposition des élèves avec des retours sur la session précédente, afin de faire une synthèse et de répondre aux problèmes rencontrés.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Quiz	*Individuel*	*20 %*
Data Analysis Project	*Individuel*	*70 %*
Présence	*Individuel*	*10 %*

MOOC DATA ANALYTICS – Maîtriser l’outil de Datavisualisation Tableau Software

Enseignant : **DATABIRD**

Niveau	Période	Langue d’enseignement	Effectif max	Mode
L3 & M1 & EXCHANGE	B2	Français	40	E-Learning (asynchrone)

NB: You can only have one inscription in a MOOC’s course per bimester

Mots-clés :

DATA TABLEAU SOFTWARE

SYNOPSIS

Tableau est, avec Power BI, l’outil de data visualisation le plus utilisé dans le monde de l’entreprise. Ce MOOC permet aux apprenants de réaliser ses propres tableaux de bord interactifs et automatisés

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

Tableau est LE logiciel de data visualisation le plus communément utilisé dans les entreprises afin de visualiser les données de manière simple et intelligible. L’objectif de ce cours est de donner toutes les clés pour maîtriser ce logiciel, et d’offrir une perspective sur les *nombreux use cases*. Le cours est conçu et enseigné par des professionnels de la data qui apporteront de nombreux conseils ainsi que des retours d’expérience concrets sur l’utilisation de Tableau en entreprise.

Thèmes principaux :

Dashboarding, Data

Objectifs Pédagogiques :

A l’issue de ce cours l’étudiant sera capable de :

- Réaliser des graphiques via Tableau
- D’ajouter différents éléments de filtrage sur ces graphiques pour présenter les KPIs de manière efficiente.
- Comprendre les principes du dashboarding et de réaliser des dashboards interactifs, mis à jour automatiquement
- Comprendre les notions principales du datastorytelling et d’en appliquer les bonnes pratiques

Compétences développées :

Compétences analytiques, compétences de programmation

Organisation du cours – plan détaillé :

Le cours s'articule autour de trois chapitres :

1. Initiation à Tableau

2. Le niveau de granularité et le concept de jointures

3. Le dashboard, les fonctions analytiques et les stories

Le cours est enseigné à l'aide de la plateforme en ligne de DataBird sur laquelle ils ont un accès à des tutoriels vidéo, des quiz et des ressources en fonction du cours ainsi qu'un forum sur lequel les étudiants peuvent poser leurs questions où les enseignants de DataBird répondent chaque semaine.

MATERIEL PEDAGOGIQUE

Le cours est enseigné sur la plateforme en ligne de DataBird. Les étudiants ont un accès à des tutoriels vidéo, des quiz et différentes ressources ainsi qu'un forum sur lequel les étudiants peuvent poser leurs questions et où les enseignants de DataBird répondent hebdomadairement.

Une session de Q&A live est également proposée en live via Zoom de façon hebdomadaire

Ouvrages :

N/A

Ressources numériques :

N/A

METHODES PEDAGOGIQUES

L'approche de ce cours est pratique. La théorie s'arrête au strict minimum pour bien comprendre les concepts, ce sont aux élèves de pratiquer Tableau sur les outils mis à leur disposition. Tout au long de la progression, des exercices de pratique seront à la disposition des élèves avec des retours sur la session précédente, afin de faire une synthèse et de répondre aux problèmes rencontrés.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Quiz	*Individuel*	*20 %*
Data Analysis Project	*Individuel*	*70 %*
Présence	*Individuel*	*10 %*

ONLINE COURSE: GenAI FOR BUSINESS

Teacher : Julien LEVY & Jean-Rémi GRATADOUR

Education Level	Period	Language of instruction	Max staffing	Teaching Mode
M1 & EXCHANGE	B1	English	30	Blended

NB: You can only have one inscription in a MOOC's course per bimester

Keywords:

GENERATIVE AI   ARTIFICIAL INTELLIGENCE   CHATGPT   ONLINE   LEARNING BY DOING

SYNOPSIS

The 'Generative AI for Business' course is an online program featuring both live and prerecorded content and resources. It covers: (1) A comprehensive understanding of the subject matter, both technological dimensions and business implications. (2) Practical experience in formulating problems, evaluating initial results, and developing further capabilities for use cases. (3) Methods including the art of prompting that are directly beneficial to students, enabling them to enhance their understanding through practice.

DETAILED DESCRIPTION

Prerequisites:

Not applicable

Course overview (executive summary):

Since November 30, 2023 (launch of ChatGPT 3.5), Generative AI has entered the public debate and executive committee discussions.

It is particularly adept at performing tasks typically associated with human creativity, such as generating ideas, creating content, answering questions, analyzing documents and data, summarizing, translating, and training. While AI was primarily used for categorizing or predicting data, Generative AI enables the creation of many types of content (text, images, video, music, code, etc.) and fulfills the promise of 'knowledge management'.

Companies are currently assessing Generative AI technology, its impact on organizational structures (business lines, HR, etc.), its integration, and the use of either off-the-shelf or custom tools. They are also identifying and experimenting with use cases with the goal of enhancing productivity.

For students, managers, entrepreneurs, and companies, the challenge is to foster a relationship where human skills and AI *complement* each other. This ensures that AI is not only useful and reaches its full potential, but also that individuals use AI to augment their own capabilities... rather than to be replaced.

This course emphasizes this *complementarity*, equipping students to master the fundamentals, practice using Generative AI tools, and explore and develop use cases beneficial for their studies, internships, and future job.

Principal Items:

Machine learning and deep learning.

Technologies supporting Generative AI and Large Language Models (LLM)s.

Fundamental glossary.

Economy of productivity gains and innovation.

Challenges in implementation within companies.

Art of prompting.

Personal usages for managers.

Identifying and developing use cases

Pedagogical Objectives:

Developing a strong understanding of key concepts: Gain a thorough understanding of the fundamentals of AI and machine learning, including the tools used, their operational mechanisms, their evolution, and their impact on work-related skills and use cases. Additionally, explore issues related to security and regulation.

Practical problem-solving skills: Practice formulating problems, evaluating initial results, and developing the ability to delve deeper into complex issues.

Application and Implementation: Learn methods and use cases enhancing students' skills through the art of prompting, practical application and enabling a deeper comprehension of the material

Skills:

The course will focus on developing four skills:

1- Mastering the Fundamentals of Generative AI: Understanding what to expect from the tool and how to use it (including prompting).

2- Identifying, Analyzing, and Formulating Problems for Leveraging Generative AI: Knowing the objectives to achieve.

3- Mobilizing Expertise, Experience, Common Sense, and Critical Thinking: Enhancing the usage of Generative AI outputs by evaluating the work performed.

4- Creating, Communicating, and Training with Generative AI: Learning how to develop further and expand capabilities

Course organization - detailed outline:

The course consists of a hybrid program: live online (kick-off and Q&A) / pre-recorded online (platform) / face-to-face.

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Sessions	Live	E-learning platform	Face to Face
1. Course introduction. *What is Gen AI? (Part I)*	*Course introduction integrating GAI.* *Q&A session.*	*Artificial Neural Networks* *Large Language Models* *Understanding Model capabilities.*	
2. What is Gen AI? (Part II)	*Kick off* *Q&A session with additional insights.*	*Interacting with AI* *'RAG' usage* *Developer applications.*	
3. Business, economic and social impact of Gen AI	*Kick off* *Q&A session.*	*The Great debate on employment.* *Four challenges facing companies.*	
4. Gen AI for managers	*Kick off* *The art of prompting* *(in-depth)*	*How to become an augmented actor?* *The role of managers in AI transformation.*	
5. Coaching with students on their project			*Coaching session with student teams.*
6. Presentation of projects and conclusion			*Presentation of projects and discussion.* *Conclusion.*

TEACHING MATERIALS

Books:

N/A

Digital Resources:

N/A

TEACHING METHODS

Online sessions combine live sessions and prerecorded content.

The course uses an interactive platform that includes video lectures by native English speakers, testimonials, texts and documents, quizzes, and exercises.

Exercises on the art of prompt with ChatGPT are integrated through an API on the platform.

The coursework includes a project that allows students to apply their knowledge by incorporating generative AI.

WORK AND EVALUATIONS

Work requested:

Attendance at all live sessions and platform modules.

Participation in live discussions.

Successful completion of quizzes and online exams.

Completion of a group project focused on generative AI.

Assessment of achievement:

Tools / Method of evaluation	Duration and Mode	Weight in the final grading
Attendance to the platform and live session	—	*20%*
Quiz and online exam	*1h*	*30%*
Pitch and the production of the final project	*3h*	*50 %*

BIOGRAPHY

The 'Generative AI for Business' elective is co-led by **Julien Lévy**, Associate Professor at HEC Paris and **Jean-Rémi Gratadour**.

Prof. Lévy serves as the founder and scientific director, while M Gratadour is the founder and executive director of the HEC Paris Innovation & Entrepreneurship Institute. This Institute coordinates the Grande Ecole, MBA, and EMBA programs focused on data, digital transformation, business transformation, and entrepreneurship, including the HEC incubator at Station F.

Julien Lévy established the MSc in Digital Business and the MSc in Data Science for Business at HEC, as well as the Entrepreneurship in a Digital Age Certificate, which he continues to lead.

Jean-Rémi Gratadour directs the Data and AI Innovation for Business specialization within the HEC MBA program.

Both have extensive experience in remote learning for managers and have developed online training programs that have been attended by over 5,000 managers from large companies.

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ASSOCIATIONS

FLEUR DE BITUME – AIDE SOCIALE A L'ENFANCE (CONSEIL DÉPARTEMENTAL DES YVELINES)

Référente : **Hélène BERMOND**

Durée : 20 à 30h

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1	**A1**	Français	20	Présentiel

DESCRIPTION DETAILLEE

Présentation générale du cours (résumé) :

Le Conseil Départemental des Yvelines (Direction de l'Enfance et de la Jeunesse) assure la protection de 5000 enfants sur le département, placés en foyer ou en famille d'accueil. Il a lancé en 2021 un programme d'accompagnement individuel renforcé pour les jeunes de 5 à 18 ans intitulé Mentorez Moi. Ce programme consiste en des sessions de soutien scolaire, assurées toutes les semaines au domicile du jeune protégé.

Chaque étudiant d'HEC qui s'investira dans le programme suivra un élève tout au long de l'année (Octobre – Mai) pour assurer un accompagnement personnel et adapté. Cet accompagnement nécessite une formation assurée par le Conseil Départemental.

A la date de rédaction de ce syllabus, les foyers concernés par les interventions d'étudiants HEC ne sont pas identifiés. Le choix se fait en concertation avec Fleur de Bitume en fonction des besoins identifiés dans les foyers et des contraintes des étudiants. Les horaires d'intervention peuvent aussi être flexibles pour s'adapter au mieux aux contraintes de tous. L'approche est très personnalisée. Il peut toutefois être nécessaire d'être motorisé-e.

Les principaux buts du dispositif sont :

- Apporter une aide au devoir aux jeunes en difficulté. Les étudiants d'HEC seront amenés à partager leur expérience de travail, à les aider dans la compréhension et l'apprentissage de leurs cours.
- Etablir une relation de confiance avec les jeunes du foyer pour leur fournir un accompagnement personnalisé.
- Offrir aux étudiants d'HEC une ouverture culturelle et sociale en côtoyant des personnes provenant de milieux plus défavorisés.

Pour tout renseignement complémentaire , vous pouvez contacter

- Bureau Fleur de bitume - association.fleurdebitume@hec.edu
- Responsable du programme Aide Sociale à l' Enfance 78:
- Mission Egalité des chances – bermond@hec.fr

NB : Les étudiants ne peuvent pas s'inscrire à plus d'un électif relevant de la Mission Egalité des chances ou de Fleur de bitume sur une même année scolaire.

Objectifs Pédagogiques :

Il y a un véritable suivi des élèves prenant part au dispositif : chaque semaine, chaque tuteur retrouve le même élève.

Par ailleurs, les tuteurs sont amenés à travailler avec des éducateurs. Cela implique une communication au sein de l'équipe.

Les tuteurs de Fleur de Bitume ont donc un rôle important au sein du dispositif : la tâche exige un sens aigu de la relation favorisant les échanges et permettant d'établir une relation de confiance avec les jeunes et l'ensemble de l'équipe.

- Acquisition de compétences dans le domaine de la transmission de savoir, de l'écoute, de l'animation de groupe, de l'encadrement d'un groupe de jeunes.
- Ouverture culturelle et réflexion critique autour des questions liées à l'égalité des chances.

Compétences développées :

Capacité à transmettre un savoir – Capacité à motiver – Réactivité et capacité à s'adapter – Ecoute – Capacité à travailler en équipe – Organisation – Force de proposition et prise d'initiative – Gestion de projet – Prise de parole en public

Organisation du cours :

Une session de formation (plénière en amphi + ateliers) rassemblant tous les tuteurs (tous programmes confondus) sera organisée le mercredi 9 octobre 2024 à 16h30. La participation à cette session est obligatoire.

Le Conseil Départemental assurera de son côté une formation sur les spécificités de l'accompagnement de l'enfance protégée.

Les séances ont lieu chaque semaine, hors congés scolaires. Les dates et horaires seront fixés à chaque début de bimestre entre le tuteur et la structure d'accueil.

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Au-delà de l'assiduité exigée pour les séances d'accompagnement, il est demandé aux étudiants de remettre un rapport qui rend compte de leur investissement et met en lumière leur apport à leur élève tutoré et ce que l'expérience leur a apporté à titre personnel.

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
La notation tiendra compte : - *Assiduité* - *Qualité du travail effectué* - *Qualité du rapport écrit individuel* *La participation à 1 ou plusieurs événements EDC sera favorisé dans la notation finale.*	*Individuel*	*100%*

Précisions complémentaires :

Le rapport écrit doit contenir :

1 : Compte rendu de l'année et choix pédagogiques

2 : Zoom sur un exercice particulier proposé en séance

3 : Eclairage sur le bénéfice personnel retiré par l'étudiant tuteur; Difficultés rencontrées et surmontées, réussites et déceptions

4 : Conseils et recommandations pour l'année suivante

5 : Annexe obligatoire : calendrier et descriptif précis du contenu de chaque séance

L'évaluation de l'électif Aide Sociale à l'Enfance Yvelines a lieu en fin d'année. L'électif est annuel.

La participation active à d'autres événements organisés par Fleur de Bitume et la Mission Egalité des Chances sera valorisée dans la notation de l'électif : Accompagner une sortie, rencontre ponctuelle avec les élèves d'une autre cordée ; groupe de travail sur de nouveaux projets liés à l'Egalité des Chances, table ronde etc…

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FLEUR DE BITUME – PROGRAMME GENIUS

Référente : **Valérie LEROY**

Durée : 1 heure/semaine entre novembre 2024 et mai 2025 (sauf durant les congés scolaires et examens) – 30 heures environ

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1	**A1**	Français	20	Distanciel (synchrone)

DESCRIPTION DETAILLEE

Présentation générale du cours (résumé) :

#Genius est une initiative portée par HEC Paris, l'Ecole Polytechnique, l'ENSAE, l'ENSTA, Telecom Paris et Centrale Lyon qui s'adresse à des lycéens.

C'est un programme de tutorat à distance assuré par les étudiants de ces écoles.

Le principe : Animer toutes les semaines une séance avec 4 à 7 élèves de villes différentes mais de même classe (seconde, première ou terminale)

1 heure par semaine en visio-conférence, par un **binôme** d'étudiants, **pendant 6 mois** sauf durant les congés scolaires des lycéens et examens des étudiants-tuteurs.

Le créneau horaire est déterminé conjointement par les élèves et les tuteurs de chaque groupe.

Le tutorat repose sur les thématiques suivantes :

Culture générale - Méthodologie - Connaissance des métiers et orientation post-Bac - Expression orale

Il ne s'agit en aucun cas de soutien scolaire mais plutôt d'un complément de formation qui participe à la **réussite scolaire, lutte contre l'auto-censure et développe l'ambition.**

Ces questions sont en effet amplifiées pour les publics éloignés des grandes villes, ceux dont la famille n'a pas fait d'études dans le supérieur, par manque d'accès à l'information ou parce qu'ils manquent de confiance en soi.

Pour qui ? **Les lycéens sont recrutés sur la base de la motivation, des critères sociaux, géographiques (territoires ruraux) et du potentiel scolaire.**

Les élèves sélectionnés ne sont pas en échec scolaire.

La mission Egalité des Chances organise une séance de formation à la « posture de tuteur » et à la structuration d'une séance de tutorat en ligne avant le démarrage des séances.

Pour toute information complémentaire :

- Bureau Fleur de bitume - association.fleurdebitume@hec.edu
- Mission Egalité des chances : Valérie Leroy – leroyv@hec.fr

NB : Les étudiants ne peuvent pas s’inscrire à plus d’un électif relevant de la Mission Egalité des chances ou de Fleur de bitume sur une même année scolaire.

Objectifs Pédagogiques :

- Acquérir des compétences dans le domaine de la transmission de savoirs, de l’écoute, de l’animation de groupe, de l’encadrement et l’accompagnement d’un groupe de jeunes.
- Réflexion critique autour des questions liées à l’égalité des chances.
- Transmettre une envie et ouvrir le champ des possibles.

Compétences développées :

Capacité à transmettre un savoir – Capacité à motiver – Réactivité et capacité à s’adapter – Ecoute – Capacité à travailler en équipe – Organisation – Force de proposition et prise d’initiative – Gestion de projet – Prise de parole en public

Organisation du cours :

Une session de formation (plénière en amphi + ateliers) rassemblant tous les tuteurs (tous programmes confondus) sera organisée le mercredi 9 octobre 2024 à 16h30. La participation à cette session est obligatoire.

Démarrage du tutorat entre novembre et décembre 2024 – Fin du tutorat mi-mai 2025

4 élèves minimum/7 élèves maximum – Animation des séances en binôme avec un autre étudiant HEC.

TRAVAUX ET ÉVALUATIONS

Evaluation des acquis :

Outil/support/mode d’évaluation	Durée et format	Pondération dans la notation finale
La notation tiendra compte : - *Assiduité* - *Qualité du travail effectué* - *Qualité du rapport écrit individuel* *La participation à un (ou plusieurs) événement organisé par la Mission Egalité des chances d’HEC sera favorisé dans la notation finale*	*Individuel*	*100%*

Précisions complémentaires :

L’évaluation de l’électif #Genius a lieu en fin d’année et s’effectue sur la base des critères **d’assiduité, d’appréciation de l’investissement du tuteur dans sa mission et de communication de son rapport d’électif. L’électif est annuel.**

Le rapport écrit doit notamment comporter les points suivants :

1 : Compte rendu de l'année et choix pédagogiques

2 : Zoom sur un exercice particulier proposé en séance

3 : Eclairage sur le bénéfice personnel retiré par l’étudiant ; Difficultés rencontrées et surmontées, réussites et déceptions

4 : Conseils et recommandations pour l’année suivante

5 : Annexe obligatoire : calendrier et descriptif précis du contenu de chaque séance

Le rapport d'électif doit être rédigé individuellement. Si les 2 étudiants d'un même binôme ont choisi de valider un électif, ils doivent chacun rédiger leur rapport.

La participation active à d'autres événements organisés par Fleur de Bitume et la Mission Egalité des Chances sera valorisée dans la notation de l'électif : Accompagner une sortie, rencontre ponctuelle avec les élèves d'une autre cordée ; groupe de travail sur de nouveaux projets liés à l'Egalité des Chances, table ronde etc…

FLEUR DE BITUME – PROGRAMME TUTORAT PACE HEC

Tutorat/Ouverture culturelle/Orientation pour lycéens

Référente : **Valérie LEROY**

Durée : 2 heures 30 – 1 fois par mois (en dehors des congés scolaires et examens) soit au total 20 heures environ, sur le campus HEC

Niveau	Période	Langue d'enseignement	Effectif max	Mode
L3 & M1	**A1**	Français	10	Présentiel

DESCRIPTION DETAILLEE

Présentation générale du cours (résumé) :

L'électif s'inscrit dans le cadre du programme de tutorat PACE, dont Fleur de Bitume est partie prenante.

L'objectif de ce programme, labellisé Cordée de la Réussite par l'Etat, est de **développer l'ambition scolaire de jeunes issus de milieu modeste et résidant pour la plupart dans les quartiers de la Politique de la ville pour qu'ils choisissent et réussissent des études longues et sélectives.**

C'est un programme de tutorat et d'ouverture culturelle ; il ne s'agit pas de faire du soutien scolaire. Les 3 axes d'action : séances de tutorat sur le campus, sorties culturelles, séances dédiées à l'orientation/connaissance des filières de l'enseignement supérieur.

En 2024-2025, les séances de découverte culturelle sur le campus sont animées par des associations étudiantes (ex : HEC Onu, le Lab, etc), chacune assurant une séance thématique. Le rôle des tuteurs HEC est d'accompagner les élèves dans les sessions proposées, de créer du lien avec eux, d'être à leur écoute toute l'année et de s'investir prioritairement sur les sorties et les sessions dédiées à l'orientation. Ils peuvent, en lien avec le responsable du programme PACE au sein de Fleur de Bitume, s'investir dans la co-construction d'une séance thématique avec l'association concernée.

Chaque étudiant-tuteur suivra un groupe de 6 élèves.

Le programme PACE est proposé dans des lycées des Yvelines (Maurepas, Les Mureaux) et du Val de Marne (Vitry) à des élèves de Seconde, Première et Terminale. Une soixantaine de lycéens y participent chaque année.

Pour tout renseignement complémentaire, les étudiants peuvent s'adresser aux responsables du programme PACE au sein de Fleur de Bitume ou à la Mission Egalité des chances

Bureau Fleur de bitume - association.fleurdebitume@hec.edu - loic.buot-de-l-epine@hec.edu

Mission Egalité des chances – leroyv@hec.fr

NB : Les étudiants ne peuvent pas s'inscrire à plus d'un électif relevant de la Mission Egalité des chances ou de Fleur de bitume sur une même année scolaire.

Objectifs Pédagogiques :

Transmission de connaissances, écoute, animation de groupe et encadrement d'un groupe de jeunes.

Acquisition de compétences dans le domaine de la construction d'un programme Egalité des chances : co-création des séances avec le responsable PACE de Fleur de Bitume, en mobilisant notamment d'autres associations d'étudiants (Assauce, Lab'Oratoire, HEC ONU, …)

Organisation d'une sortie culturelle, de séances dédiées à l'orientation et à une meilleure connaissance des Grandes Ecoles et d'un concours d'éloquence

Ouverture culturelle, implication et réflexion critique autour des questions liées à l'égalité des chances.

Compétences développées :

Capacité à transmettre – Capacité à motiver – Réactivité et capacité à s'adapter – Ecoute – Capacité à travailler en équipe – Organisation – Force de proposition et prise d'initiative – Gestion de projet

Organisation du cours :

Une session de formation (plénière en amphi + ateliers) rassemblant tous les tuteurs de Fleur de Bitume (tous programmes confondus) sera organisée le mercredi 9 octobre 2024 à 16h30. La participation à cette session est obligatoire.

Les séances sont organisées le mercredi, une fois par mois, d'octobre 2024 à mai 2025, en dehors des congés scolaires et examens HEC.

Horaires des séances : En présentiel sur le campus HEC : **le mercredi de 16h30 à 19h** (calendrier communiqué début octobre). Quelques séances en ligne s'ajoutent aux séances présentielles, elles sont organisées sur les mêmes horaires

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

Cet électif requiert une forte implication et motivation. Les élèves qui choisissent d'être tuteurs ont en effet une responsabilité vis-à-vis des lycéens qu'ils accompagnent qui sont par ailleurs en majorité mineurs. Il leur est demandé de respecter le calendrier des séances de tutorat.

Cette forte implication personnelle est en effet nécessaire à la progression des élèves et au bon déroulement du partenariat noué avec les lycées. Le tutorat est un travail de groupe qui requière la participation active de tous ! Dynamisme, échange, esprit d'équipe et partage d'expérience sont les clés de la réussite.

Back to summary

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
La notation tiendra compte de : - *Votre assiduité* - *La qualité du travail effectué* - *La qualité du rapport écrit individuel* *La participation à 1 ou plusieurs événements Egalité des Chances sera favorisé dans la notation finale (ex : échanges avec des collégiens/lycéens lors de visites à HEC)*	*Individuel*	*100%*

Précisions complémentaires :

Sont pris en compte pour cette évaluation : l**'assiduité pendant le programme, l'investissement du tuteur dans sa mission, la qualité du rapport d'électif (forme et fond).**

Ce rapport écrit doit donc être rédigé avec sérieux et attention et permettre d'apprécier au mieux le déroulement du tutorat. Il doit mettre en lumière l'apport du tutorat aux élèves tutorés et le bénéfice que les étudiants HEC ont eux-mêmes retiré de leur engagement dans le programme.

Il doit notamment comporter les points suivants :

1 : Compte rendu des séances

2 : Zoom sur une action particulièrement marquante mise en place par le tuteur

3 : Eclairage sur le bénéfice personnel retiré par le tuteur ; Difficultés rencontrées et surmontées, réussites et déceptions

4 : Conseils et recommandations pour l'année suivante

5 : Annexe obligatoire : calendrier et descriptif précis du contenu de chaque séance

Le rapport d'électif doit être rédigé individuellement.

La participation active à d'autres événements organisés par Fleur de Bitume et la Mission Egalité des Chances sera valorisée dans la notation de l'électif : Accompagner une sortie, rencontre ponctuelle avec les élèves d'une autre cordée ; groupe de travail sur de nouveaux projets liés à l'Egalité des Chances, table ronde etc…

OTHERS

SPORT

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1	S1			Présentiel

DESCRIPTION DETAILLEE

Prérequis :

Non applicable

Présentation générale du cours (résumé) :

La pratique physique et sportive à HEC Paris doit participer à la formation du cadre citoyen de demain : Un cadre capable de gérer sa santé actuelle et future, de communiquer, de participer à la dynamique de groupe, d'innover, de s'adapter.

Au travers de situations variées, cet enseignement doit solliciter les ressources motrices, cognitives, relationnelles, émotionnelles, informationnelles.

Cette pratique amène l'étudiant à prendre en charge sa santé de façon autonome, de contribuer à la lutte contre les conduites à risque, la sédentarité et de favoriser l'intégration sociale.

Le Département Sports-Santé d'HEC Paris propose une liste d'Activités Physiques Sportives et Artistiques encadrées par des professeurs spécialistes. Ces activités physiques ont leur propre planning hebdomadaire.

Objectifs Pédagogiques :

- Acquisition de compétences méthodologiques, sociales, physiques et personnelles
- Gestion de son potentiel physique
- Ouverture culturelle
- Apprentissage moteur

Organisation :

Cours annuel selon un planning hebdomadaire

- Séances hebdomadaires
- Séances de travail physique personnel
- Compétitions (championnats universitaires, Coupes de France des écoles Supérieures de Commerce, tournois, rencontres internationales …).
- Événements liés à l'activité

Contenu

- Pratique hebdomadaire régulière
- Participation aux rencontres universitaires
- Participation possible à la mise en place de projets sportifs (liens avec l'électif Management de Projet Sportif).

METHODES PEDAGOGIQUES

Chaque professeur responsable d'activité propose une progression pédagogique individualisée et adaptée à l'hétérogénéité et aux besoins de son groupe.

La pratique sportive est vue comme un moyen de développer et d'entretenir son potentiel physique tout en permettant l'atteinte de compétences visées par l'école.

- Séances à destination de tous les publics du Groupe (HEC, Mastères, MBA, Doctorants)
- Cours, entrainements et compétitions
- Favoriser la prise d'initiatives, de responsabilités et l'autonomie

TRAVAUX ET ÉVALUATIONS

Travaux demandés :

- S'inscrire dans une démarche personnelle d'apprentissage et/ou d'entrainement
- Savoir s'évaluer et se situer
- Entrer dans une logique de développement personnel
- Gérer ses compétences physiques dans une perspective de formation tout au long de sa vie
- Se définir des objectifs, se donner les moyens de les atteindre

Evaluation des acquis :

Outil/support/mode d'évaluation	Durée et format	Pondération dans la notation finale
Notations à l'issue du semestre	*Individuel*	*100%*

Précisions complémentaires :

Les critères de notation sont fixés par le professeur responsable de l'activité et vise l'atteinte de 10 compétences issues de la liste fournie par le groupe Activités Physiques et Sportives de la Conférence des Grandes Écoles (Janvier 2020)

Chaque évaluation de compétence sera basée sur l'implication, la prise de responsabilités dans le groupe et dans son travail personnel, les progrès constatés, l'assiduité.

Concernant ce dernier point, l'élève ayant fait le choix de l'électif Sport devra justifier d'au moins une participation par semaine au cours de l'activité choisie.

EQUIVALENCE CURSUS PARALLELE M1

Niveau	Période	Langue d'enseignement	Effectif max	Mode
M1	A1			

English version below>>>

HEC vous permet de faire reconnaître et valoriser, au titre d'un cours électif, un cursus **de** **niveau Master 1** effectué en parallèle de votre parcours à HEC (en-dehors des partenariats proposés par HEC lors de votre année de M1 avec des crédits affiliés dans votre maquette pédagogique).

Ce choix d'électif sera enregistré comme étant "annuel" à 2.5 crédits. La note sera attribuée après réception de votre relevé de notes / attestation de réussite.

Cette option est ouverte à tous les étudiants en Master 1.

MODALITES D'INSCRIPTION

Vous devez déclarer ce souhait d'électif « Equivalence Cursus parallèle M1 » lors de la session des souhaits de cours électifs. Afin de finaliser votre inscription, il sera **IMPÉRATIF** de fournir une attestation d'inscription (attestation, certificat de scolarité…) datée, signée et tamponnée du cachet de l'établissement valable pour l'année académique 2024/2025 **avant le 27 septembre 2024**. Si vous ne fournissez pas d'attestation, avant la date indiquée, nous vous attribuerons un cours électif au 2eme bimestre (fin octobre – décembre), parmi les places encore disponibles.

Attention, cet électif ne concerne pas les filières universitaires déjà proposées par HEC incluant des crédits affiliés dans votre maquette pédagogique.

MODALITES DE VALIDATION

Cet électif sera noté en Pass/Fail et vous donnera droit à 2.5 crédits, comme tout autre électif, selon les modalités ci-dessous.

Pour valider vos 2.5 crédits, vous devrez IMPÉRATIVEMENT fournir une attestation de réussite (relevé de notes…) prouvant que sur l'année académique en cours vous avez acquis à minima 30 crédits dans votre cursus parallèle.

Cette attestation devra parvenir au bureau de promo L3/M1 au plus tard le **1er juillet 2025**. Sans retour de votre part avant la date indiquée, la CPE de début juillet ne pourra pas valider vos obligations liées à la validation de vos crédits de l'année académique en cours. Pour rappel, vous devez valider toutes vos obligations académiques de votre cycle Master 1, avant de pouvoir intégrer soit une année pour projet personnel, soit le cycle Master 2.

REMARQUE

Si vous rencontrez un conflit d'emploi du temps entre HEC et l'établissement de votre cursus parallèle, nous pourrons étudier une demande de changement de cours obligatoire. L'éventuel changement sera limité à 1 seul cours, et seulement dans la limite des places disponibles. Ce changement devra être effectué avant le début du semestre

Pour toute question, vous pouvez contacter academicaffairsl3m1@hec.fr

HEC PARIS

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HEC allows you to acknowledge, as an elective course, a curriculum of Master 1 level, carried out in parallel of your Master 1 at HEC.

This elective choice will be registered as an “annual” elective course of 2.5 credits. The grade will be allocated after we received your transcript / proof of achievement.

This option is available to all Master 1 students.

SIGN UP TERMS AND CONDITIONS

You need to choose the “Parallel Curriculum Equivalence” elective as a wish during the wish list session. To finalize your registration, you will have to provide an enrollment certificate, dated, signed and stamped, by the establishment where you will follow the parallel study, valid for the 2024-2025 academic year, before **September 27th of 2024**. If you do not provide a certificate before the indicated deadline, we will sign you up for another elective course, for the 2nd bimester (end of October to December), among the remaining seats.

VALIDATION TERMS

The grade for this elective course will be a Pass/Fail and will validate 2.5 credits.

In order to validate 2.5 credits, you need to prove, by providing a transcript or a proof of achievement, that you validated at least 30 credits in your parallel curriculum.

This certificate will need to be sent to the Academic Affairs L3-M1 office, at the latest **on July 1st, 2025**. If for any reason, you are not able to provide it, the Pedagogical Assessment Committee, will not be able to validate all your obligations linked to the validation of your credits of the ongoing academic year. We kindly remind you that you need to validate all of your academic obligations, before you can integrate either a personal gap year, or the Master 2 cycle.

NOTE

If you encounter a schedule conflict between HEC and your parallel curriculum, we can study your request for a change of a core course. The potential change will be limited to one core course, and only accordingly the available seats. This changeset must have been done before the beginning of the semester.

For any questions, you may contact academicaffairsl3m1@hec.fr