


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits	30.0 h	Q2
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Teacher(s)	Ducarroz Caroline ;
Language :	English
Place of the course	Mons
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>Student evaluation will be determined by:</p> <p>(1) a group on-going evaluation (60% of the global grade), based on:</p> <ul style="list-style-type: none"> <li>- progression in terms of results (company performance)</li> <li>- evolution in strategic reasoning (consistence in decisions, relevance in the positioning of brands in the different markets, attitude towards risk, learning from mistakes);</li> <li>- thorough understanding and application of the theoretical concepts</li> <li>- group dynamics</li> <li>- challenges and intermediate reports. Specific instructions will be provided during the first session.</li> </ul> <p>1. An individual on-going evaluation (20% of the global grade), based on oral interactions.</p> <p>3; A final report (20% of the global grade). Specific instructions will be provided during the first session. This report will be orally presented by the students during the white week between parts 1 and 2 of the quadrimester.</p> <p>Regarding August session : the group on-going evaluation (60% of the grade) cannot be improved in a second exam session. However, the grades obtained for individual on-going evaluation (20%) and the group final report (20%) can be improved by a individual written report that the student will have to hand in (strategic analysis of the whole set of companies of the industry - 40% of the final grade (more accurate information will be provided by the professor).</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>This course alternates verbal interactions between the professor and each group of students (discussions), carrying out written reports (with "challenges" to fulfil), a system of inverted class (short tutorials/videos on some theoretical concepts, to be viewed between sessions), feedback provided to groups and global theoretical deepening. So, students have to make preparation work, individually, before some of the sessions, and have systematically to carry out group work after each session (intermediate reports and final report).</p>
Content	<p>This course is organized around a strategic business game, in which groups of students (4 students on average - each group managing a virtual company), compete on one or two competitive markets, in order to maximize the value of their products for their customers and the company value. The course underlines strategic marketing aspects of company management. The business game is far from being an end in itself: it helps as an exploration field, in order to go deeper in theoretical concepts studied by students in previous classes of Strategic Marketing and Market Studies, and put them in perspective with the situation of their virtual company.</p> <p>After a session devoted to an introduction to the business game Markstrat, each group acts as a company active in a specific industry, in order to maximize the value of products for customers and the value of the company for shareholders. During each session, students present the evolution of the strategy of their company, argue for their choice (depending on the changing competitive environment), and state their strategy on an operational level. Feedback is given during each session on the decisions made during previous sessions, and on the theoretical concepts used by students. Theoretical points are underlined by the teacher at the beginning of sessions, and also after sessions, through a system of inverted classes (videos, tutorials, etc).</p> <p><b>Learning outcomes</b></p> <p>At the end of the class, students will be able to:</p> <ul style="list-style-type: none"> <li>- analyze the potential strategic options for a company/organization, especially linked on its positioning on a market and the customer market segmentation;</li> <li>- build the most adequate strategy for a company/organization, by referring to theoretical concepts;</li> <li>- understand the steps of a (external and internal) thorough strategic marketing analysis;</li> <li>- master frequent and advanced marketing studies, and connect the results provided by these studies;</li> </ul>

	<ul style="list-style-type: none"> <li>- point out and focus on pieces of information that enrich their thoughts and allow them to reach their goal, while they get overwhelmed by information;</li> <li>- reconcile the different points of view expressed by the members of the team;</li> <li>- anticipate and organize their work, under pressure of time;</li> <li>- summarize their thoughts in a clear way, provide arguments for each choice, and communicate them in an efficient way, verbally as well as in written reports.</li> <li>- Evaluate and appreciate the relevance of their choices, a posteriori.</li> </ul>
Inline resources	<p>Pedagogical material, put on Moodle (Student Corner), is made of:</p> <ul style="list-style-type: none"> <li>- Slides (Power Point)</li> <li>- Syllabus (Markstrat)</li> <li>- Short videos prepared by the Professor</li> </ul>
Bibliography	<p>[1] D. A. AAKER (1998), Strategic Market Management, Sixth Edition, John Wiley &amp; Sons.                  [2] G.G. DESS, G.T. LUMPKIN, M.L. TAYLOR (2005), Strategic Management: Creating Competitive Advantages, Second Edition, The McGraw-Hill Companies, Inc.                  [3] J.-P. HELFER, M. KALIKA, J. ORSONI (2002), Management : Stratégie et Organisation, 4ème Edition, Librairie Vuibert - Gestion.                  [4] G. HOOLEY, J. SAUNDERS, N. PIERCY (2004), Marketing Strategy and Competitive Positioning, 3rd Edition, Pearson Education Limited.                  [5] G. JOHNSON, H. SCHOLE, F. FRERY (2002), Stratégique, 2ème Edition, Pearson Educ. France.                  [6] R.S. KAPLAN &amp; D.P. NORTON (1996), The Balanced Scorecard, Translating Strategy into Action, Harvard Business School Press, Boston, Massachusetts.                  [7] J.J. LAMBIN, R. CHUMPITAZ, C. de MOERLOOSE (2005), Marketing Stratégique et Opérationnel: du Marketing à l'Orientation Marché, 6ème Edition, Dunod, Paris.                  [8] E. METAIS (2004), Stratégie et Ressources de l'Entreprise: Théorie et Pratique, Ed. Economica.                  [9] M. E. PORTER (1998), Competitive Strategy, Second Edition, The Free Press.</p> <p>Quelques sites et publications intéressants:                  McKinsey Quarterly - <a href="http://www.mckinseyquarterly.com">www.mckinseyquarterly.com</a>                  Mastering Strategy : supplément du lundi du Financial Times</p>
Faculty or entity in charge	CLSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [60] in Management	<a href="#">GESM2M1</a>	5		
Master [120] in Management	<a href="#">GESM2M</a>	5		