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## Business Lab: introductory course

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### MANAGING MULTINATIONAL ENTERPRISES: *Prof. Stefano Baraldi*

#### Course aims and intended learning outcomes

The course aims to provide students with a thorough (and practical) understanding of how multinational enterprises (MNEs) are organized and managed. Managing “across borders” needs to cope with the various issues of operating in a global environment, including cultural, economic, operational, and legal aspects. Within the business lab, students explore the main features of MNEs and are trained to take an active part in their managerial processes. Rather than focusing on the specific issues covered in detail in other courses (e.g. International business management, Cross cultural management, HR management, etc.), this introductory course enables students to gain a comprehensive view of the key challenges of managing MNEs.

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

- understand the main features of MNEs and their international operations;
- analyze the differences in managing domestic and international businesses;
- analyze factors influencing a firm's international expansion decision and to evaluate major foreign market entry mode;
- distinguish between different employment practices, types of staffing policies and the influence of ethical and cultural issues on international operations
- apply critical thinking skills to analyze global business expansion;
- present and communicate effectively the results of their work, argue their positions, build up cooperative relationships and collaborative working within groups, draft reports and essays;
- develop and increase their problem solving and learning skills through the presentation and discussion of case studies as well as the delivery of group assignments on managerial issues.

#### Course content

Topics covered by the course include the followings: theories on management processes, defining MNEs, strategic planning and control in multinational organizations, organizational structures and staffing policies of MNEs, performance management in a global setting.

#### Reading list

S. BARALDI, *Managing multinational enterprises (introductory course)*, McGraw-Hill, 2015

#### Teaching method

The course is taught by combining lectures, in-class discussions and case analysis, site visits, and independent study of a textbook. Since the course aims to provide students with skills that can be transferred to the corporate world, a close interaction with a group of leading companies will enable attending students to gain practical experience and apply “theory” to concrete management situations. The course will be taught in English.



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## Assessment method and criteria

Attending students will be assessed by: a) a final written test (open questions) at the end of the course (40%); b) a group assignment commissioned by the companies participating in the business lab (40%); c) the way students present and support their positions throughout the course (20%).

Not attending students will be evaluated through an oral test covering the whole program of the course (including case studies).

## Notes and prerequisites

Further information can be found on the lecturer's webpage or on the Faculty notice board.

### **MANAGING CONSULTING COMPANIES: Prof. Giacomo Manara**

## Course aims and intended learning outcomes

The course aims to provide students with a thorough (and practical) understanding of how consulting companies (PSFs, Professional Service Firms) are organized and managed. Within the business lab, students explore the main features of PSFs and are helped to look inside their managerial processes. Rather than focusing on the specific issues covered in detail in other courses, this introductory course enables students to gain a comprehensive view of the key challenges of managing PSFs.

*Specific objectives of the course on Managing Consulting Companies are:*

- To understand how the PSF's work from an inside view, taking into account the different models and players.
- To know in detail the most critical processes in the PSF's and their differences from the typical enterprises.
- To realize how is interpreted the consultant job in the PSF's, consistently with their mission, governance and management style.

*Learning outcomes:*

- Knowledge and understanding of the main features and the processes of the PSF's in spite of their mission, nature and size.
- Applying knowledge and understanding to the junior analyst job within a given PSF, basing on a solid background of the key knowledge areas.
- Making judgements on what means dealing with the consulting world, in terms of skills, basic tools, cultural attitudes.
- Effective communication of programs, projects, ideas both inside a specific PSF and outside, towards relevant customers.
- Understanding and managing individual reactions to the PSF's working environment, keeping under control the intellectual, emotional and relational side of everybody professional activity.

## Course content

Topics covered by the course include the following:

- history and peculiarity of the main PSFs;
- strategic approaches for starting up and developing the consulting business;
- approach to the selling and marketing processes;
- internal knowledge management systems as a key tool for the business;
- governance and rewarding as the backbone of the consulting management;
- HR management in the PSFs;



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- planning and control systems and processes.

### Reading list

For both attending and non-attending students:

D. MAISTER, *Managing the professional service firms*, Free Press, 1997.

Readings and other course materials available electronically via *Blackboard* online system.

### Teaching method

The course is taught combining lectures, in-class discussions and case analysis, site visits, and independent study of a textbook as well as of other chosen material. A close interaction with a group of leading companies enables attending students to gain practical experience and apply “theory” to concrete management situations.

*Blackboard* online system will be intensively used for uploading the materials as well as for interacting with students.

Specific coursework assignments are requested to attendees. Coursework assignments usually include presentations of group projects or of specific experiences.

### Assessment method and criteria

*Attending students* will be assessed by:

- a) a final written test (multiple choice and open questions) at the end of the course (50%);
- b) the way students present and support their positions and their assignments throughout the course (50%).

For *non-attending students* the final exam is composed of an individual written test or an oral exam; both of them are based on open questions on the program, and the written tests can include some multiple choice questions. The non-attending students must study the textbook and the case studies posted in Blackboard.

The *evaluation criteria* mainly used will be the following:

- solid possession of the theoretical contents as well as unitary view of the different topics, consistently correlated among each other;
- effective application of the learned contents and models to the case studies analyzed, presented and discussed;
- clarity, consistency and completeness in expressing ideas and contents.

### Notes and prerequisites

A basic knowledge of management and company organization is required.

**LUXURY AND FASHION ENTERPRISES: Prof. Roberta Crespi**

### Course aims and intended learning outcomes

The course aims to introduce students to the luxury industry and its managerial main issues with a concrete approach to the peculiar logic and strategies of luxury companies who master the ability to craft the products desired by clients worldwide. The course will enable students to understand the essence of the business



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model of a luxury company and the main difference with respect to the fashion business model. The students will have the opportunity to understand the main challenges that the luxury world is facing today.

### Course content

Starting from the historical and cultural foundation of luxury the students will explore the evolution of the global luxury market becoming aware of the main sectors in which this industry could be divided.

They will also acquire knowledge on the main actors, both from the demand and the supply side of the luxury environment.

The course presents the most relevant peculiarities for the luxury companies in managing the “traditional” functions of marketing, branding, retail and distribution

### Reading list

#### *Attending students*

A selection of readings and case studies will be provided at the beginning of the course and uploaded on Blackboard

#### *Not attending students*

A selection of readings will be provided at the beginning of the course and reported on the faculty personal page

### Teaching method

The course is taught by combining lectures, in-class discussions and case analysis, company visits, and independent study of some suggested reading. A close interaction with a group of leading companies enables attending students to gain practical experience and apply “theory” to concrete management situations. The course will be taught in English.

### Assessment method and criteria

*Attending students* will be assessed by: a) a final written test at the end of the course (50%); b) assignments during the course (50%);

*Not attending students* will be evaluated through a written test covering the whole program of the course (including case studies).

### Notes and prerequisites

Further information can be found on the lecturer's webpage or on the Faculty notice board.

**HEALTHCARE ORGANIZATIONS: Prof. Antonella Cifalinò**

### Course aims and intended learning outcomes

The course aims to introduce students with a thorough (and practical) understanding of how healthcare organizations (HCOs) are organized and managed. Within the business lab, students explore the main features of HCOs and follow an experiential learning process about their managerial processes. Given its



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introductory purposes, this course allows students to explore the main managerial issues afforded by HCOs and to frame them within a comprehensive overview.

At the end of the course, students will be able to:

- know and understand the characteristics of the healthcare sector and the specific features of healthcare management systems;
- apply the managerial processes analyzed throughout the course (i.e., planning, organizing, controlling, staffing, and leading processes) in healthcare organizations;
- critically interpret the information processed and produced by healthcare management systems, formulating independent judgments;
- communicate clearly his/her conclusions gained from the interpretation of the information processed and produced by healthcare management systems, so as to support organizational decision-making with appropriate arguments;
- advance in healthcare management systems in a mostly self-directed and autonomous way.

### Course content

Topics covered by the course include the followings: defining and classifying HCOs, external and internal environmental trends in HCOs, strategic and organizational issues in HCOs (value-based management, patient centered organizations, intensity of care, patient pooling, lean management), planning and controlling HCOs (performance measurements models, departmental costing, process costing), staffing and leading HCOs (professional versus managerial roles in HCOs, compensation, training and development, motivation).

### Reading list

*Introduction to healthcare management*, Harvard Business School Publishing, digital coursepack (<https://hbsp.harvard.edu/import/632239>).

### Teaching method

The course is taught by combining lectures, in-class discussions and case analysis, site visits, and independent study of a textbook. A close interaction with a group of leading HCOs enables attending students to gain practical experience and apply “theory” to concrete management situations. The course will be taught in English.

### Assessment method and criteria

Attending students will be assessed by: a) a final written test at the end of the course (40%); b) a group assignment commissioned by the companies participating in the business lab (40%); c) the way students present and support their positions throughout the course (20%).  
Not attending students will be evaluated through an oral test covering the whole program of the course (including case studies).

### Notes and prerequisites

Further information can be found on the lecturer's webpage or on the Faculty notice board.