

## WHAT CURRICULUM AND PROGRAMME TO DEVELOP THESE TARGETED COMPETENCIES?

This competency framework allows an in-depth examination of the existing programmes and learning activities offered by LSM, in order to continuously improve their quality.

### FROM A COMPASS FOR THE PROFESSOR...

For each course or programme activity, there are 4 key questions:

- What are the priority competencies targeted by this course or activity?
- What is the relation between these competencies and the content taught in the course or activity?
- Which educational methods are used to ensure students actually develop each of these competencies?
- What methods and criteria are used to assess students' mastery of these competencies?

Answering these questions allows us to provide a clear learning accord for the courses and activities, clarifying their role, relative to the competency framework targets.

### ... TO A COMPASS TO GUIDE PROGRAMME QUALITY.

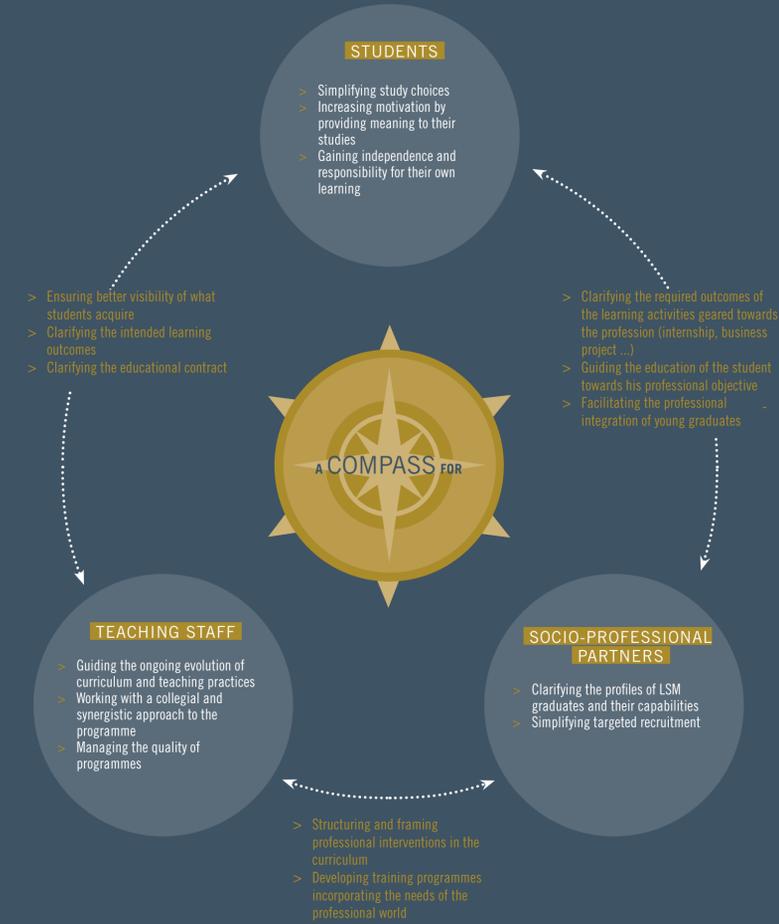
For the overall programme and specific study tracks, there are 2 key questions:

- For each targeted competency, which courses or activities address them and how?
- Are each of the targeted competencies sufficiently developed and addressed in the curriculum?

This analysis can be shown as a matrix, mapping the curriculum with the framework competencies on one axis and the various courses and programme activities on the other.

The professors themselves have developed this analytical approach, principally through collaborative workshops for the sharing and application of best practices.

## A COMPETENCY FRAMEWORK FOR WHOM? FOR WHAT?



With the support of a highly committed staff and by means of processes organized to allow to meet the objectives of this pedagogical project

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## WHAT KIND OF MANAGERS DO WE NEED FOR OUR FUTURE?

### COMPETENCY FRAMEWORK Louvain School of Management

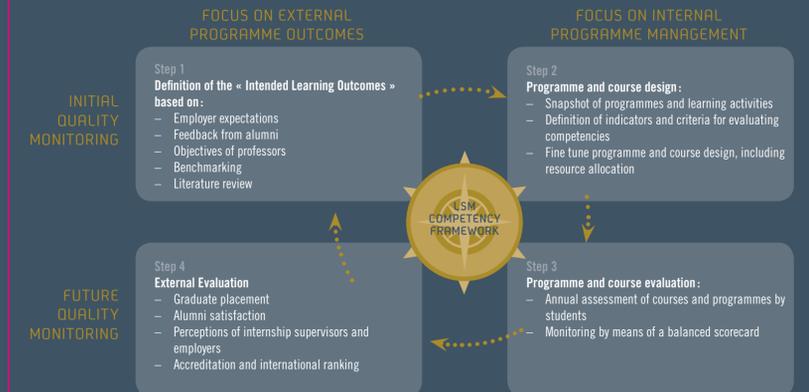
- ⇒ From knowledge to responsible action
- ⇒ A compass for responsible leadership



**LOUVAIN**  
School of Management

EXCELLENCE & ETHICS IN BUSINESS

## THE FRAMEWORK : A COMPASS TO GUIDE THE QUALITY OF OUR PROGRAMMES



The Louvain School of Management's competency framework, which is presented here, defines the intended exit profile of graduates from our 120-credit Master in Management and Master in Business Engineering programmes. The framework, first developed in 2009, takes the form of a compass, since it is a guide for the growth of students throughout their studies at LSM, helping them focus on and prepare for their future professional responsibilities. This compass is also at the heart of our quality assurance processes as a useful framework to guide the design of new programmes and the enhancement of existing ones.

LSM executive committee

THIS TOOL HAS BEEN DEVELOPED TO BECOME  
A PRACTICAL  
PEDAGOGICAL COMPANION

## THE COMMON LEARNING OBJECTIVES: 9 COMPETENCIES

BY THE END OF THEIR STUDIES, STUDENTS IN THE MASTER IN MANAGEMENT AND MASTER IN BUSINESS ENGINEERING PROGRAMMES AT LOUVAIN SCHOOL OF MANAGEMENT WILL HAVE DEVELOPED THE FOLLOWING APTITUDES.

1

### CORPORATE CITIZENSHIP

The habit of acting consciously, aware of one's responsibilities, placing human and ethical considerations at the very heart of one's thinking and actions.  
This includes:

- > Independent and critical thinking.
- > Incorporating ethical values, integrity, and respect for laws into decisions and actions.
- > Taking into account the social, economic and environmental impact in the short and long term for the various stakeholders.

3

### A SCIENTIFIC AND SYSTEMATIC APPROACH

The ability to analyse and resolve problems in multidisciplinary and complex management situations using a scientific and systematic approach.  
This includes:

- > Clear, structured, analytical reasoning based on applying, and if needed adapting, scientifically-based conceptual frameworks and models to define and analyse a problem.
- > Collecting, selecting and analysing relevant information using rigorous, advanced and appropriate methods.
- > Examining issues in a systematic and holistic manner, recognising the diverse aspects of a situation and how they dynamically interact.
- > Insightful synthesis of the essential elements of a situation, demonstrating a certain conceptual distance, to make a diagnosis and draw pertinent conclusions.
- > Proposing feasible relevant solutions and action plans based on sound analysis.

2

### KNOWLEDGE AND REASONING

The active and integrated mastery of a multidisciplinary body of knowledge (content, methods, models and conceptual frameworks) as a basis for acting with expertise in the various areas of management.  
This includes:

- > Mastery of the core knowledge for each area of management.
- > Mastery of specialised knowledge in one or two areas of management with awareness of and ability to use advanced and current research results and methods.
- > Ability to communicate one's acquired knowledge from the various areas of management.
- > Ability to properly apply one's acquired knowledge in order to solve problems.
- > Contributing to the development of new knowledge in the field of management.

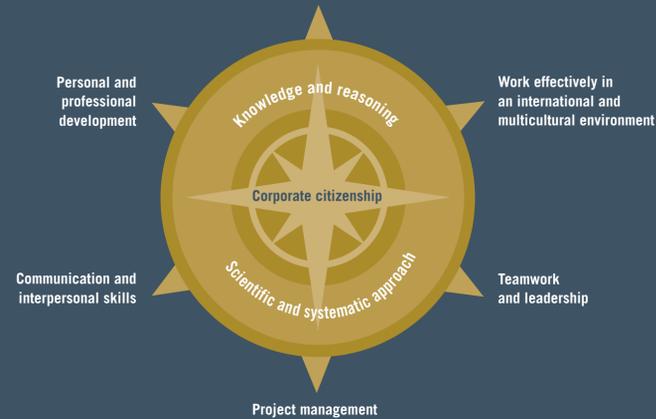
4

### INNOVATION AND ENTREPRENEURSHIP

The ability to innovate, develop entrepreneurial skills and lead change. This includes:

- > Identifying new opportunities and proposing useful creative ideas; breaking with existing models and paradigms in situations that require new strategic approaches in order to promote progress and change.
- > Initiating, developing and implementing ideas for new products, services, processes or organizational structures, having evaluated the risks and remaining prudent.
- > Ability to consolidate, actively collaborate and lead group changes as well as public diffusion of innovations.
- > Reflecting on and improving the content, processes and goals of professional practices.

Innovation and Entrepreneurship



Personal and professional development

Work effectively in an international and multicultural environment

Teamwork and leadership

Project management

Communication and interpersonal skills

5

### WORK EFFECTIVELY IN AN INTERNATIONAL AND MULTICULTURAL ENVIRONMENT

The capacity to serve as an interface between stakeholders with different ways of thinking, belief systems, backgrounds, nationalities, cultures, etc.  
This includes:

- > Understanding the inner workings of an organization, developing a holistic and integrated sense of how it functions.
- > Grasping an organisation's functioning within in its socio-economic context, both local and international, and discerning the practical strategic implications.
- > Determining one's own role and mandate within the overall functioning of an organization and interacting with the various internal and external stakeholders.

6

### TEAMWORK AND LEADERSHIP

Being able to form and work in a team and to practice enlightened leadership among one's collaborators.  
This includes:

- > Teamwork abilities: bonding and working together with team members, being open to different points of view and ways of thinking and taking them into consideration, managing differences and conflicts constructively, accepting diversity.
- > Enlightened leadership skills: bringing diverse team members together and motivating them; identifying, activating and developing their skills and talents; guiding them towards achieving a common goal within given time constraints and an ever-changing environment.

7

### PROJECT MANAGEMENT

The ability to define and manage a project to completion, taking into account the objectives, resources and constraints that characterize the project environment.  
This includes:

- > Analysing a project within its environment and defining the expected outcomes: identifying what is at stake, the required outcomes and the environmental constraints; clearly defining the project objectives and the associated performance indicators.
- > Organizing, managing and controlling the process: structuring and scheduling tasks; identifying and allocating human and material resources; coordinating, delegating and supervising tasks; taking into account the anticipated constraints and risks.
- > Making decisions and taking responsibility for them in an uncertain world: taking the initiative and acting, anticipating and being proactive, showing discernment and good judgment and being prepared to make quick decisions; taking into account multiple factors and uncertainties; accepting the risks and consequences of decisions.

8

### COMMUNICATION AND INTERPERSONAL SKILLS

The capacity to communicate effectively and convincingly with stakeholders.  
This includes:

- > Being able to express a clear and structured message adapted to the audience and using context-specific communication standards, both orally and in writing, in one's mother tongue, in English and ideally in a third language.
- > Interacting effectively and respectfully with diverse stakeholders (supervisors, peers, colleagues, clients, etc.) in face-to-face and group contexts, using both verbal and nonverbal communication skills; showing the ability to listen, empathise, be assertive, and both provide and accept constructive criticism.
- > Persuading and negotiating: understanding the needs and viewpoints of others; presenting one's reasoning in an appropriate, relevant and persuasive manner; bringing out points of agreement even in antagonistic situations.

9

### PERSONAL AND PROFESSIONAL DEVELOPMENT

Self-knowledge and a spirit of initiative in adapting rapidly to new situations and growing in knowledge and skills.  
This includes:

- > Ability to manage one's work independently: set priorities, anticipate and schedule activities, and work in a rigorous and structured way even amid change, uncertainty and time pressure.
- > Self-awareness and self-control: perceiving and managing one's emotions; objectively assessing one's work and behaviour, recognizing one's strengths and weaknesses and coping with them in a professional manner.
- > Self-motivation to grow: making professional plans in line with one's own values and aspirations, confidently pursuing those plans, and persevering when difficulties arise.
- > Lifelong learning: quickly and independently acquiring the new knowledge and skills needed to advance professionally; learning from successes and errors in a spirit of continuous growth.

## THE COMPETENCY FRAMEWORK: A COMPASS SERVING MULTIPLE PURPOSES

This competency framework defines the common core competencies expected of all LSM graduates. It is the intended exit profile, the target that LSM students should reach by the time they complete their degree, showing professors where to focus their teaching efforts and students where to concentrate their learning.

The competency framework is therefore:

### A COMPASS FOR THE PROFESSOR

The competency framework is a point of reference for all teaching faculty, guiding them in the design and delivery of courses which will help students achieve the desired graduate profile.

### A COMPASS FOR THE STUDENT

The competency framework is a point of reference for each student, helping them set personal learning priorities in keeping with their own abilities, aspirations and career plans.

### A COMPASS TO GUIDE PROGRAMME QUALITY

The competency framework is a point of reference for defining quality targets and guiding the continuous renewal of curriculums and teaching practices, encouraging synergy and collegiality.

Like a compass, this framework indicates the direction to follow: building the roads is the work of the professor, and travel along them is up to each student. LSM's 120-credit Master in Management and Master in Business Engineering programmes should enable a student to develop all the skills in this framework. Each student and professor decides, however, where they want to set their priorities.