



# SYLLABI

**Courses for Incoming Exchange Students**

**Master PGE**

**Paris**

**Fall 2021**

Syllabi missing in this document means they are unavailable for the moment.

MANAGERIAL ACCOUNTING : FINANCIAL DECISION TOOLS 2068		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_ACC_2068	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)**

**Prerequisites**

A prior course in managerial accounting is essential. This course reviews several methodologies introduced in prior managerial accounting courses, with the objective of instilling a deeper understanding of their underlying theories, methods, applications, and limitations. Practical applications and casework move rapidly through the areas. Prior work in variance analyses, capital investment modeling (present value methods), variable costing, and break-even is fundamental to success in the course.

**Learning objectives**

1. Better understand the role and value of managerial accounting, (including terminology).
2. Differentiate between short and long-term decision relevance criteria; matching requisite performance techniques with analytic needs for optimal strategic decisions.
3. Further utilize CVP tools, including probability modeling, for short-term profitability planning.
4. Develop greater understanding of long-term capital budgeting (NPV, DCF) methods, including reasons underlying use of cash-based analyses over financial rules-based determinants.
5. Apply variance concepts to revenue and margin analyses.
6. Improve communication skills through analyses and group case work presentations

1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.C Convey powerful messages using contemporary presentation techniques / 5.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

**Course description**

Building on prerequisite, foundation managerial accounting methods, and designed for the hands-on decision-maker, several popular, practically-based management accounting areas are presented, actively demonstrated, and discussed. Each area builds from an introductory perspective, starting with a basic review of the each technique, working toward advanced decision theory applications, and culminating with group case analyses.

The cases are designed to explore each method's business relevancy, applicability, and practical usage. With the prerequisite foundation, this course provides both review and in-depth understanding of several financial decision tools. The following issues, decision techniques, and theories are among those examined: (1) Why Management Accounting? Whatever happened to simple cost accounting? (2) Long-term resource allocation decisions: It's All About Cash - (CASH? >> What happened to Financial Reporting Standards? (3) "How'd We Do?" / Performance modelling: Adapting traditional variance work to the Sales and Margin side. (4) Coming Up Short? Strategies supporting short-term business planning, including multi-product, probabilistic, break-even modelling. (5) Is That All There Is? Discussion of other relevant decision areas, including Goldratt's bottleneck solutions that favour dropping cost accounting. Activity-Based Costing? or is it AB Hogwash? ~ Group presentations culminate the course. Creative analysis, innovative approaches / solutions, and professional reporting are the foundation of the assignment. Insightful, inventive thinking, with a dash of enthusiasm: the coup de maitre

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	End of term	Midterm exam	Group project	Individual report	Individual	Exercise						
Number of hours if written	2.0	3.0										
2nd session	true											
Coefficient	20.0	15.0	40.0	15.0	6	4						

### Recommended reading

One short reading is included in the coursebook. Otherwise the course is self-contained.

### Work load

Type of course	Number of hours
<b>Independent study</b>	
Personnal work	3.0
Collective project	11.0
Individual project	3.0
<b>Independent work</b>	
E-learning	8.0
Reading reference manuals	1.0
Research	2.0
<b>Distance learning</b>	
remote videoconferencing	8.0
<b>Total</b>	<b>36.0</b>

Course was originally designed to be in-class, active learning environment. The pandemic is shifting us to online. I will use a combination of ZOOM and online E-learning, visual & audio, methods. Students have individual and group work, case requirements by students also require visual and audio presentations.



HOW TO SET UP AN ONLINE BUSINESS 2069		
2021 - 2022	Credit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2122_SYL_ENT_2069	ENT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** MOURMANT Gaëtan

### Prerequisites

None

### Learning objectives

Understand the online economy from a high-level perspective (economics, main actors, business models)  
 Design an online business (industry, products, business model)  
 Master or have a good understanding of the specific skills required to set-up an online business (A/B Testing, digital marketing, ethics)  
 Have a practical experience of implementing an online business  
 Understand the ethics of using cognitive biases  
 1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information

### Course description

The theories and concepts will be applied practically for building your online business.

Below are the main themes, but the order will be different during the course, as we will mix theory and practice

High-level perspective

- Economics of online businesses, case study of Google, and the future of internet (e.g. AI)
- Different online start-ups strategies and theories supporting them
- Business models of emerging new companies (e.g. industry 4.0) and already established online companies (google, amazon, facebook, apple, etc.)

Designing your online business

- Knowledge of your industry and of your customers
- Establishing a cash-flow business model

Introduction to specific skills necessary to implement an online business

- A/B testing

- Web-marketing social media, emailing and SEO
- Ethics of using cognitive biases in your online business

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group report											
Number of hours if written												
2nd session												
Coefficient	100.0											

### Recommended reading

How to setup an online business, Kevin partner, 2017

Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons.

### Work load

Type of course	Number of hours
<b>Face to face</b>	
Lecture	16.0
Collective project	20.0
Research	12.0

remote videoconferencing	2.0
<b>Total</b>	50.0

INTRODUCTION TO CDO 2070		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_2070	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** DAGUET Patrick

### Prerequisites

The participants should have basic understanding and knowledge of structured finance as well as corporate finance concepts

### Learning objectives

Understand the mechanics of Securitization at large and specifically CDOs  
 Describe Techniques of internal and external credit enhancement and subordination  
 Build a simple Cash flow model on CDO

5.B Construct expert knowledge from cutting-edge information / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

I / Introduction to Securitization  
 •Securitization : the definition and the markets  
 •Securitization : the motives behind doing it  
 •Securitization : the various ways to achieve a securitization

II / Type of Assets  
 •Traditional Asset Classes : loans and bonds  
 •Non Traditional Asset Classes : stocks, structured assets  
 •Future Flows Securitization Types

III / Cash Securitizations  
 • Illustr 1- cash CLO  
 • Illustr 2- cash CDO  
 • Illustr 3 – Arbitrage deal

>>> AIG Case Study  
 >>> A full simulation on a securitization (through XLS)

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Case study	Group report									
Number of hours if written												

2nd session												
Coefficient	50.0	30.0	20.0									

**Recommended reading**

None.

**Work load**

Type of course	Number of hours
Personnal work	25.0
remote seminar	25.0
<b>Total</b>	<b>50.0</b>



INTRODUCTION TO PROJECT FINANCE 2071		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_2071	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** DAGUET Patrick

### Prerequisites

Students should have a global understanding of corporate finance concepts structured finance concepts.

### Learning objectives

- Understand differences between project finance & other forms of finance
- Produce a simple diagram/structure of a project finance deal
- Explain different setups and compare structures
- Compute key ratios for project finance
- Produce a simple risk matrix on project finance
- Analyse a case study

- 1.A Demonstrate an international mindset / 2.C Generate sustainable solutions for organizations / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

The course will address at an entry-level the considerations at play in project finance. Designed as a journey through project finance, mixing history perspective and financing techniques, the game has the ambition to appetize participants on a relatively unknown form of finance.

Key understanding of project finance and how it differentiates from other form of finance, the different types of project finance in different countries, the simple structure of a PF deal, the computation of key ratios and the identification of risks are among other topics the main blocks of knowledge the participants will acquire.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Case study	Individual									
Number of hours if written												
2nd session												
Coefficient	40.0	20.0	40.0									

## Recommended reading

None.

## Work load

Type of course	Number of hours
Personnal work	25.0
<b>Independent work</b>	
E-learning	25.0
<b>Total</b>	<b>50.0</b>

CORPORATE INVESTMENTS 2072		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_2072	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** HRYCKIEWICZ Aneta

### Prerequisites

Fundamentals of Finance

### Learning objectives

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.A Assess the values of the organization in which they work / 2.A - BIB - Understand the values of the organization in which they work / 2.A - EMBA - Apply a sustainability mindset to generate sustainable solutions to organisational dilemmas / 2.C - BIB - Solve sustainable solutions for organizations / 2.C - EMBA - Understand good financing strategy and good investment decisions and apply them for value-creation decisions / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 4.A Appraise the performance of a team / 4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 5.C - EMBA - Analyse and evaluate corporations strategies and business situations with a critical perspective / 5.C - MSDF - Manage corporations through numbers / 6.B - MSDF - Identify a financial problematic and the stakes related to it / 6.C - MSDF- Identify good financing strategy and good investment decisions and elect for value-creation decisions / 6.D Combine new knowledge with hands-on experiences and experiential projects to address organizational challenges / 6.F Anticipate the implications of top-level decisions for the whole organization / 7.A Demonstrate an expertise on key concepts, techniques and trends in their professional field / 7.C Effectively apply in-depth specialized knowledge to take advantage of contemporary opportunities in their professional field

### Course description

None.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Exercise	Case study	Continuus									
Number of hours if written												
2nd session												

Coefficient	20.0	50	30.0									
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## Recommended reading

Corporate Investment

## Work load

Type of course	Number of hours
<b>Face to face</b>	
Lecture	10.0
Interactive courses	8.0
Personnal work	18.0
Collective project	8.0
Individual project	10.0
Reading reference manuals	10.0
<b>Outside training</b>	
Outside visit	0.0
Company visit	0.0
<b>Distance learning</b>	
remote videoconferencing	18.0
<b>Total</b>	<b>54.0</b>

GLOBAL ASSET ALLOCATION 2073		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_2073	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)**

**Prerequisites**

PORTFOLIO MANAGEMENT AND ANALYSIS (strict)  
ACTIVE PORTFOLIO MANAGEMENT: INVESTMENT SIMULATION

**Learning objectives**

- Explain the central role of the asset allocation within the investment process
- Design a consistent and client-specific strategic asset allocation for the long-run using the Mean-variance Analysis framework. See limitations of the approach and avoid frequent pitfalls when collecting and manipulating historical data
- Formulate long-term expectations about returns for major asset classes, relating asset pricing models to macroeconomic factors
- Identify phases of the business cycle which are commonly supportive to each asset classes
- Exploit the benefit of a geographical, sector or style segmentation, especially when managing a global and diversified portfolio

1.A Demonstrate an international mindset

**Course description**

Empirical surveys periodically highlight the dominance of the asset class allocation as a contributor of performance over the long-run, far ahead of other investment skills such as stock picking or market timing. The course will explore how to develop a robust asset allocation, formulating and justifying recommendations to comply with the client requirement and practise in manipulating data (market prices & macroeconomic data), using application tools (optimizers, multilinear regression models):  
Part 1 - Mean-Variance framework & Historical Returns approach : Recall & application through a practical case study.  
Part 2 - Conditional Returns approach : modelling long-term expected returns and risk premiums using macroeconomic factors  
Part 3 - Short-term Adjustment of the asset allocation to grab the positive influences of business cycles on each specific asset class  
Part 4 - Extension to a global investment portfolio

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project										
Number of hours if written												

2nd session												
Coefficient	20.0	80.0										

**Recommended reading**

None.

**Work load**

Type of course	Number of hours
Interactive courses	4.0
Directed work	4.0
Coaching	8.0
Personnal work	10.0
Collective project	25.0
<b>Total</b>	<b>51.0</b>

STRUCTURES & ORGANIZATIONAL DESIGN IN INTERNATIONAL CONTEXTS 2074		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_HRM_2074	HRM

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** MARTONE Andrea

### Prerequisites

This is not a spoonfeeding course, the aim is to encourage the student to take a critical, and often ironic, view on what happens behind the organization. Students who sign up for this course should have at least basic knowledge of strategic management. They should also have good knowledge of current events in business and institutions. It is imperative that they are willing, and able, to study (and then analyse) academic texts on their own. The ability to ask critical questions and to pursue independent work is essential for success in this course.

### Learning objectives

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 2.C Generate sustainable solutions for organizations / 3.B Propose creative solutions within an organization

### Course description

Introduction - The introduction's aim is to help all students to understand the basic tools of organizational design. So the first lesson imply the general definition of organization, including some consideration about the peculiarity of the international contest

Part 1-The org-chart technique and the basic tool of all the course.

Following the program the student will be introduced to the theory of the organizational structuring: basic, functional and dipartimental structures. These are the so called hierarchical structures, since the integration model they normally use is based on the hierarchical relation between the actors.

Part 2 – Non-Hierarchical structure

This traditional approach to the organization is attenuated by using different model based on the mutual adjustment, the negotiation between the actors, the shared interests and the common culture.

Using these tools we create the non hierarchical organization, by which the most important examples are the Project Manager Model, the Product Manager Model and the Matrix.

Part 3 – Network Organization

At the end of the course the students will be introduced to the newest concept of the reticular organizations or Net-organizations. This innovative idea of organization seems to be an efficient answer to the request coming from the enterprises which have to face the crisis periods

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12

Type of test	Individual	Group project	Participation									
Number of hours if written	8.0	4.0										
2nd session	true											
Coefficient	80.0	10.0	10.0									

### Recommended reading

Mintzberg H. (1989), Mintzberg on management: inside our strange world of organizations, Free Press, New York

Dowling P.; Festing M.; Engle A.(2017); International Human Resource Management, Cengage, Boston

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	18.0
Collective project	8.0
<b>Independent work</b>	
Reading reference manuals	8.0
<b>Total</b>	<b>50.0</b>



ENVIRONMENTAL MARKETING 2075		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MKT_2075	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** FITZGERALD David

**Prerequisites**

None.

**Learning objectives**

1.C Communicate effectively in English / 2.B Solve professional dilemmas using concepts of CSR and ethics / 2.C Generate sustainable solutions for organizations / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

**Course description**

None.

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project	Written exam										
Number of hours if written		2.0										
2nd session												
Coefficient	50.0	50.0										

**Recommended reading**

Kollock, P (1998), Social Dilemmas: The Anatomy of Cooperation, Annual Review of Sociology, Vol 24,183– 214  
 Steg.L, Dreijerink.L, Abrahamse.W (2009) Factors inuencing the acceptability of energy policies: A test of

VBN theory, Journal of Environmental Psychology 25 (2005) 415–425

Stern, N (2006) Stern Review Final Report: The Economics of Climate Change - (full executive summary)

Summary for Policymakers - IPCC (2007, In: Climate Change 2007: Fourth Assessment Report of the IPCC, 2013, Working Group I Contribution to the IPCC Fifth Assessment Report. Climate Change 2013: The Physical Science Basis. Summary for Policymakers

<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
Lecture	10.0
Interactive courses	6.0
Personnal work	11.0
Collective project	10.0
Reading reference manuals	4.0
Research	4.0
<b>Total</b>	<b>45.0</b>

NEW PRODUCT MANAGEMENT 2076		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_MKT_2076	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** RODRIGUEZ Carlos

### Prerequisites

Introductory course in Marketing (Marketing basics or Principles of Marketing)  
 Introductory course in statistics (Descriptive, Inferential, and Regression Analysis)  
 Basic understanding of costing  
 Ideally but not necessarily, an introduction to marketing research

### Learning objectives

Understand basic principles, concepts, and tools in the field of product development and management and apply these to the mission and operations of the organization.

Apply concepts, methods, and processes involved in the new product development from opportunity identification and product concept to launching strategy.

Use several quantitative analysis techniques to assess product robustness and design along the new product development process.

Identify and evaluate the market potential for a product or service. Perform a market analysis, identify the competition, and measure the attractiveness of the product category.

Develop marketing, financial, and manufacturing objectives for new and mature products and design competitive marketing strategies to support these.

Discuss new product launching strategies and tactics, Carry out necessary financial analysis and forecasting estimation to support the launching plan.

Understand the role of the new product teams during the different stages of the new product development process. Identify possible organizational and managerial problems to address for a successful team performance.

6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

#### OVERVIEW

This course provides a framework for the strategic analysis of new product management and innovation in the firm. It describes the strategies and programmatic perspective to anticipate the factors that impact the development of new products, examines the environmental factors that affect it, the nature of markets and organizational structure that promotes and inhibits innovation and technological development in the organization, as well as, the factors that determine products commercial success.

The course focuses on the analytical, decision making, and planning concepts and tools available to market a

product and assist brand and product managers. Several themes such as: strategic considerations of product development, product policy formulation, opportunity analysis and forecasting, selection of product market strategies are covered. There is a particular emphasis on the managerial decisions during the new product development and testing phases of the overall product management process, launching strategies and tactics, and team organization and management.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Individual report	Exercise	Group project								
Number of hours if written												
2nd session												
Coefficient	10.0	40.0	10.0	40.0								

### Recommended reading

IESEG has prepared a compendium of the in-class cases bundled and distributed to each student. Please be sure to bring your package to class every day.

Crawford, M & Di Benedetto, A. (2014), *New Products Management*, 11th. Edition, McGraw-Hill. This books offers a nice introduction to the management of new products.

Product Management, Lehmann, D. R. & Winer, R. S., (2005), *Product Management*, 4th. Edition, McGraw-Hill Irwin, New York. This book presents a more analytical and quantitative approach to product management and portfolio in general.

Rodriguez, Carlos M. (2016), *Product Design and Innovation: Analytics for Decision Making*, Createspace Publishers, 2016, ISBN-13: 978-1523202836. Available through Amazon worldwide. This book guides the reader from ideation to concept, prototyping, and other aspects of product design.

### Work load

Type of course	Number of hours
Lecture	16.0
Collective project	12.0

Reading reference manuals	12.0
<b>Total</b>	<b>40.0</b>

WORKPLACE CONFLICT AND EMPLOYEE WELL-BEING 2078		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_NEG_2078	NEG

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** LEON PEREZ Jose Maria

**Prerequisites**

None

**Learning objectives**

None

1.A Demonstrate an international mindset / 2.A Assess the values of the organization in which they work / 4.B Compose constructive personal feedback and guidance / 5.D Make effectual organizational decisions

**Course description**

This course is part of the negotiation track. It focuses on several evidence-based techniques for conflict management that can help promoting healthy organizations.

Contents:

1. Introduction
2. Conflict management and employee well-being at interpersonal level: emotions and skills
3. Conflict management and employee well-being at group level: problem solving and constructive controversy
4. Conflict management and employee well-being at organizational level: work environment and dispute resolution systems

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

- Understand the concept of healthy workplaces and the role of conflict management for improving employee well-being and organizational performance;
- Understand the levels of analysis of conflict management techniques;
- Demonstrate competency in the basic elements of think critically, solve problems, and make decisions;
- Define, engage in, and develop effective conflict management techniques at different levels of analysis.

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Individual report										
Number of hours if written												
2nd session												

Coefficient	40.0	60.0												
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### Recommended reading

Folger, J., Poole, M. S., and Stutman, R. K. (2017). *Working through conflict: Strategies for relationships, groups, and organizations*. Routledge.

Glasl, F. (1982). The process of conflict escalation and roles of third parties. In *Conflict management and industrial relations* (pp. 119-140). Springer, Dordrecht.

Tjosvold, D., Wong, A. S. H., and Feng Chen, N. Y. (2014). Constructively Managing Conflicts in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 545-568.

Van Kleef, G. A., and Côté, S. (2018). Emotional Dynamics in Conflict and Negotiation: Individual, Dyadic, and Group Processes. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 437-464

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	20.0
Reading reference manuals	4.0
<b>Total</b>	40.0

SALES AND OPERATIONS PLANNING (S&OP) 2079		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_OPS_2079	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** GONTIER Maryse

### Prerequisites

Supply chain, accounting, information technology, Excel  
 Basic business activities

### Learning objectives

1.C Communicate effectively in English / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 5.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

### Course description

Understand the content of operations management and develop skills to improve efficiency of these operations  
 Master the different steps and tools of a project (business or quality)  
 Build and analyse sales forecast to take adequate decisions on sales organization  
 Apply the concepts of supply chain management to take the best process decisions based on forecasts  
 Develop appropriate strategies to improve company's performance  
 Understand the links between metrics, forecasts and strategies

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project	Individual									
Number of hours if written												
2nd session												
Coefficient	30.0	30.0	40.0									

### Recommended reading

- Sales Operations Planning- Best practices, lessons learnt from WW company- John Dougerty & Christophe Gray



<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
Lecture	10.0
Interactive courses	6.0
Personnal work	4.0
E-learning	4.0
Reading reference manuals	4.0
<b>Total</b>	<b>28.0</b>

DATA VISUALIZATION AND ANALYTICS WITH POWER BI 1081		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_ACC_1081	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** BEUSELINCK Christof

### Prerequisites

Fundamentals of accounting , finance, and Excel.

ATTENTION requires a PC or laptop with Windows 10 Operating System. NOT suitable for MAC.

### Learning objectives

At the end of the e-learning course, the student should be able to:

1. Understand how data analytics can be used to satisfy organizational information needs;
2. Identify opportunities to solve organizational problems through the use of data analytics;
3. Collect and analyse unstructured data pertaining to various business situations;
4. Synthesize the analysis of a professional situation in a structured and intelligible dashboard

4.C Convey powerful messages using contemporary presentation techniques / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

ATTENTION requires a PC or laptop with Windows 10 Operating System. NOT suitable for MAC.

The purpose of this class is to develop the understanding of data visualization & analytics along the completion of 4 e-learning modules:

- (1) Create and use analytics reports with Power BI: This first part introduces you to Power BI and is meant to be a detailed tour of this cutting-edge analytics platform for beginners. You will get started building with Power BI, get data, model data, use visuals, explore data, and finally publish and share business intelligence reports.
- (2) Power BI Data Methods: This module focuses on the data end of Power BI, also known as Power Query (the same Power Query found in Excel), and how this part of the application can automate the data querying process and restructuring of data sets. The module goes over the array of Power BI data connection options, from static files to Python scripts; shares key techniques for transforming unusable data; explains how to use the M formula language to improve efficiency and create custom queries.
- (3) Data Dashboards in Power BI: This module focuses on the front end of the Power BI application—the dashboard—where users interact with charts and graphs that communicate trends in their data. The module steps through how to design and customize the setup of visuals and charts to make it easy to use, understand, and interact with the dashboard model. Learn how to work with data from open-source websites, create visuals such as heatmaps and sparklines, compare multiple variables with trendlines and violin plots, and build engaging maps.
- (4) Power BI Data Modeling with DAX: DAX is a language you can use to create formulas for Power BI that

extend your data model. This module covers the essentials of working with DAX, sharing best practices for data model design and optimization along the way. Learn how to work with DAX aggregate functions, add calculated columns, create measures, and work with DAX logical and filter functions.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual	Group project										
Number of hours if written												
2nd session												
Coefficient	60	40										

### Recommended reading

will be communicated in due time.

### Work load

Type of course	Number of hours
Personnal work	24.0
Collective project	10.0
E-learning	16.0

Total

50.0

TAX PLANNING 1085		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_ACC_1085	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

<b>Lecturer(s)</b>	KUBATA Adrian
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### Prerequisites

The prerequisites are a good capacity to understand international complexity and laws interaction. International tax obliges to have a national focus on rules in a world of consolidated accounts and to understand the articulation between the consolidated point of view and the impact of national rules and practices . A minimum of legal knowledge and capacity to analyse legal concepts is also important to acknowledge the potential legal impact which may vary from one country to another because of the diversity of domestic legal organisations, rules and sensitivity. Also a worldwide vision is necessary to analyse the major trends in international field and the role of major international organisations such as OECD, UN and EU

### Learning objectives

Describe basic international tax concepts and tax rules

State the most prominent tax cases which are at stake between the European Union and the United States

Explain the design of international tax planning within multinational corporations consistently with strategies and organizational choices and Interpret the possible consequences of it. Explain the role of transfer prices in managing business units of multinational companies.

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.B Solve professional dilemmas using concepts of CSR and ethics / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.B Compose constructive personal feedback and guidance / 5.A Predict how business and economic cycles could affect organizational strategy / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

### Course description

Upon successful completion of the course, the student will gain knowledge and technical skills related to:

- Basic international tax concepts and tax rules governing Transfer Pricing, Permanent Establishment, Uncertain Tax Positions, VAT and Corporate Taxes.
- The design of international tax planning within multinational corporations consistently with strategies and organizational choices.
- The use of transfer prices in managing business units of multinational companies.
- Understanding of the complexity and hierarchy of international tax rules.
- Students will be aware of the vast changes which are ongoing worldwide in the field of international tax requiring more transparency and the fight from international organizations against aggressive tax practices.
- Basic knowledge of territorial and worldwide tax systems as well as The Tax Cuts and Jobs Act (TCJA) and environmental taxes.
- Basic knowledge of the major tax cases which are at stake between the European Union and the United states as well as the role of a Tax Director in a multinational corporation.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Written exam	Case study	Group project								
Number of hours if written												
2nd session												
Coefficient	10.0	40.0	20.0	30.0								

### Recommended reading

None.

### Work load

Type of course	Number of hours
<b>Face to face</b>	
Lecture	16.0
Personnal work	17.0
Collective project	7.0
<b>Total</b>	40.0

<b>FUNDAMENTALS OF AUDITING 1762</b>		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_ACC_1762	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** MC CLAIN Guy

### Prerequisites

course on International Financial Reporting Standards

### Learning objectives

- understand the needs for auditing in an international setting
2. predict how business and economic cycles could affect organizational strategy
  3. recognize auditing-related issues and demonstrate an expertise on key concepts, techniques and trends within the profession
  4. apply auditing and employ state-of-the-art management techniques in an ethical manner.
  5. effectively communicate in English with audit-related audiences.
  6. identify relevant risks and other factors, and analyse their effect on designing the audit plan and conducting the audit.
  7. understand the role and implications of technology on the audit.
  8. formulate strategically-appropriate solutions to complex and unfamiliar challenges in the audit environment
  9. be aware of the expanding opportunities for public accountants in improving the reliability of information for decision making

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.A Assess the values of the organization in which they work / 2.B Solve professional dilemmas using concepts of CSR and ethics / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 3.C Organize change management processes / 4.A Appraise the performance of a team / 4.B Compose constructive personal feedback and guidance / 4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

interactive course and lecture

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	Multiple choice	Written exam	Case study	Group project							
Number of hours if written			2.0									
2nd session												
Coefficient	10.0	30.0	10.0	30.0	20.0							

### Recommended reading

Principles of Auditing: An Introduction to International Standards on Auditing, by Hayes, Dassen, Schilder and Wallage. 2nd edition, Prentice Hall

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	2.0
<b>Independent work</b>	
Reading reference manuals	2.0
<b>Total</b>	<b>34.0</b>



PROFESSIONAL ETHICS IN FINANCIAL MANAGEMENT & CONTROL 1764		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_ACC_1764	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** CLEMENTE Marco / LE MANER MITCHELL Sophie

### Prerequisites

This course will be more practical and less theoretical. We expect students to have attended any introductory courses in the area of business ethics. As a minimum, students should have already studied the concept of ethical dilemma and the three normative theories (utilitarianism, deontological and virtue ethics) in one a previous course. In the course, we will review the main theoretical concepts at the beginning of the course, but previous knowledge is needed.

### Learning objectives

- Recognize an issue that has ethical and corporate social responsibility implications in the financial and management and control context
- Be able to voice and defend their own values
- Understand the main legal framework of reference for financial and management control and the difference between compliance & ethics
- 2.A Assess the values of the organization in which they work / 2.B Solve professional dilemmas using concepts of CSR and ethics / 2.C Generate sustainable solutions for organizations

### Course description

The course will be focused on the ethical dilemma and challenges in the context of financial management and control. These challenges will be part of the daily life of students working in this area and addressing them in the right way will have a significant impact on their professional career and personal life.

In a complex and fast-moving environment challenges like globalization, diversity, competition, and sustainability require organizations and their constituents to continuously adapt, innovate, and engage in long-term improvement processes. Organizations, on the one hand, need to broaden their traditional view of the business. They are required to adopt long-term perspectives, combine profitability with sustainability, behave ethically, all the while managing various stakeholders' expectations. Future managers, project managers, team members, on the other hand, need to embody ethical values and practices in their day-to-day (managerial) behavior in order for them, and their organization, to attain an ethical and sustainable competitive advantage. This course helps the students to recognize and respond to the ethical dilemmas and social responsibility issues of the business life. This course exposes students to rigorous theoretical analysis, while at the same time striving for practical relevance for real-world business practices

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	End of term	Participation	Group project									
Number of hours if written	2.0											
2nd session												
Coefficient	60.0	20.0	20.0									

### Recommended reading

Case studies provided by the Professors

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	16.0
Collective project	6.0
Reading reference manuals	12.0
<b>Total</b>	<b>50.0</b>

ENTREPRISE RISK MANAGEMENT 1766		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_ACC_1766	ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

### Lecturer(s)

### Prerequisites

General understanding of Corporate Governance

### Learning objectives

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

- Understanding the benefits of risk management and its relationship with corporate governance, social responsibility, sustainability and organizational prosperity.
- Mastering the concepts of opportunity, downside risk and the influence of external factors such as markets and regulation.
- Knowing the importance of culture, communication, incentives and behavior in an effective risk management structure.
- Being able to identify the types of risk exposure typically faced by an organization.
- Being able to implement Enterprise Risk Management principles, framework and process in any type of organization.
- Being able to effectively assess risk and select appropriate risk treatment techniques.

### Course description

The two first sessions introduce you to the concept of risk, its impact on your organisation and how risk management can help you understand, communicate and deal with risk. You will start to look at the risk management process. We will equip you with the confidence and knowledge to link risk management with disciplines such as business continuity, governance, compliance and internal audit.

The third and fourth take you through the rest of the risk management process. Practical examples will be used to demonstrate how to embed risk management in your organisation's plans and activities. You will cover risk management frameworks, delegation of responsibilities and the creation of a risk-aware culture and learn how to implement a risk management structure in your own organisation.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12

Type of test	Case study											
Number of hours if written												
2nd session												
Coefficient	100.0											

**Recommended reading**

None.

**Work load**

Type of course	Number of hours
Interactive courses	16.0
Personnal work	4.0
<b>Total</b>	

INTERNATIONAL FINANCE 1109		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_1109	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** ERDEMLIOGLU Deniz

### Prerequisites

Students who register for this course should be familiar with:

- basic calculus, statistics and probability theory
- financial derivatives such as forward, futures, and option contracts

### Learning objectives

At the end of the course, the student should be able to:

- understand the importance of multinational transactions
- understand international monetary arrangements and balance of payments
- understand how foreign exchange rates are determined
- understand foreign exchange risk

1.A Demonstrate an international mindset / 5.B Construct expert knowledge from cutting-edge information / 6.A Thoroughly examine a complex business situation

### Course description

This course aims to provide students with knowledge of international finance and help them develop skills to properly handle FX securities in a global environment. Topics include FX markets, international monetary arrangements, foreign exchange rates parities, determinants of exchange rates, FX derivatives, as well as FX risk management.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	End of term										
Number of hours if written	0.5	1.5										
2nd session		true										
Coefficient	20.0	80.0										

### Recommended reading

International Financial Management, 8th Edition, by Eun and Resnick, McGraw Hill;  
Multinational Business Finance, 14/e, Global Edition by Eiteman, Stonehill, and Moffett, Prentice-Hall.

## Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	20.0
<b>Independent work</b>	
Reading reference manuals	14.0
<b>Total</b>	<b>50.0</b>

CORPORATE GOVERNANCE 1110		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_1110	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** MAZUR Mieszko

### Prerequisites

basics of corporate finance and accounting

### Learning objectives

The objective of the course is to familiarize students with the underlying theories and empirical evidence from the area of corporate governance. The course focuses primarily on different governance systems around the world, boards of directors, executive compensation, shareholder activism, and institutional investors. Students will be assigned case studies that raise some of the most crucial corporate governance issues. The selected cases illustrate real world situations and therefore should provide class participants with the fuller understanding of the concepts discussed during the lecture. Each team will be asked to demonstrate their understanding of corporate governance problems introduced in the case study as well as to explain the impact of the breakdown of corporate governance on the business environment and the economy as a whole.

2.A Assess the values of the organization in which they work / 4.A Appraise the performance of a team / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation / 6.F Anticipate the implications of top-level decisions for the whole organization

### Course description

Theoretical framework  
 Ownership structure  
 Board of directors  
 - CEO  
 - CEO duality  
 - Independent directors  
 - Director identity  
 - Board committees  
 - Busy directors  
 - Board interlocks  
 - Director networks  
 - Board size  
 - Board diversity  
 Managerial incentives  
 Corporate debt as a governance mechanism  
 Shareholder activism  
 Mergers and acquisitions  
 Blockholders  
 Governance of family firms  
 Rules and regulation

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Case study	Case study	Participation								
Number of hours if written												
2nd session												
Coefficient	20.0	20.0	50.0	10.0								

### Recommended reading

All the readings and course materials will be provided directly to students before the beginning of the course

### Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	25.0
Reading reference manuals	1.0
Research	8.0
<b>Total</b>	<b>50.0</b>





ENTREPRENEURIAL FINANCE 1113		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2122_SYL_FIN_1113	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** KOWALEWSKI Oskar

**Prerequisites**

The course requires the concepts and skills developed in accounting and corporate finance. It is a pre-requisite.

**Learning objectives**

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.A Assess the values of the organization in which they work / 2.C Generate sustainable solutions for organizations

**Course description**

None.

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Multiple choice	Group project									
Number of hours if written												
2nd session												
Coefficient	30.0	30.0	40.0									

**Recommended reading**

Smith J, Smith RL, Smith R, Bliss R. Entrepreneurial finance: strategy, valuation, and deal structure. Stanford University Press;

## Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	20.0
Research	4.0
<b>Total</b>	<b>50.0</b>

COMMODITY MARKET 1774		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_1774	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

<b>Lecturer(s)</b>	JOËTS Marc
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### Prerequisites

None.

### Learning objectives

- Understand characteristics and functioning of commodities and commodity markets,
- Gauge and manage risks linked to commodity trading and investing.

4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

The course will introduce to students key concepts about commodity markets such as their physical characteristics and trading specificities, which describe the current commodity markets and related evolution.

The course will introduce the following topics:

- Fundamentals of commodity markets (description and characteristics),
- Investment, trading and risk in commodity markets (spot and derivatives markets, participants, risks),
- Financialization of commodity markets and its implications (structural changes and consequences),
- Commodity investing (investment vehicles, passive/active strategies, portfolio allocation).

The course will be composed of classic lectures with well-chosen case studies and up to date real life examples, immediate applications in the Bloomberg room and a group project to which a small part of each lecture will be devoted to help students evolve.

The project will be assessed just after the end of the lectures through the delivery of MS Powerpoint slides to be displayed during an oral group presentation and relevant electronic files showing the information treatment.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project											
Number of hours if written												
2nd session	true											

Coefficient	100.0																			
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**Recommended reading**

None.

**Work load**

Type of course	Number of hours
Lecture	8.0
Interactive courses	8.0
Personnal work	17.0
Collective project	17.0
<b>Total</b>	<b>50.0</b>

CREATING & LEADING DIVERSE & INCLUSIVE ORGANIZATIONS 1736		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_HRM_1736	HRM

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** BHATT Mamta

### Prerequisites

- A basic understanding of organizational behaviour/human behavior is required.
- Previous experience of working in groups and analysing case studies is preferable

### Learning objectives

At the end of the course, the student should be able to:

- explain the business/social case for diversity and inclusion in the workplace
- recognize how various bases of diversity (gender/sexual orientation/race/ethnicity/class/age) can influence day-to-day interactions and decision making processes in organizations
- identify key notions and issues associated with diversity and inclusion in the workplace by analyzing problem and practical case-based situations
- identify action alternatives and analyze their implications for varying stakeholders in the organization

1.C Communicate effectively in English / 3.B Propose creative solutions within an organization / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

### Course description

Fostering a diverse and inclusive workplace implies respect for and appreciation of differences - these differences may be based on numerous social categories (ethnicity, gender, age, national origin, disability, sexual orientation, social class, education, religion etc). Respecting and valuing such differences can yield benefits for organizations. However, managing a diverse and inclusive workplace also implies challenges. Through a series of interactive exercises - case studies, debate and personal assessment - this course explores issues associated with managing workplace diversity and inclusion, provoking discussion and raising awareness on an increasingly salient organizational issue.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	Individual	Group project									
Number of hours if written												
2nd session		true										
Coefficient	30.0	35.0	35.0									

## Recommended reading

Articles from journals such as HBR and cases: To be shared by the instructor

## Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	8.0
Individual project	7.0
<b>Independent work</b>	
E-learning	7.0
Reading reference manuals	7.0
Research	5.0
<b>Total</b>	<b>50.0</b>

CHINESE POLITICAL AND ECONOMIC STRATEGIES : HOMELAND AND ABROAD 1136		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_IBE_1136	IBE

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

### Lecturer(s)

### Prerequisites

Basic knowledge of Macro-Economics concepts and models + Basic knowledge of international markets dynamics + Natural interest in geopolitical facts ( followed, at least, through periodical newspapers or specialized blogs/websites).

### Learning objectives

At the end of the course, the student should be able to understand the role PRC in the today world + to recognize, analyze and discuss political events concerning international politics and, in particular, China one + to reckon the economical and political event for what they may mean to the world.

### Course description

Chapters: -Short historical analysis on the roots of Chinese culture -Short outline of history of China with particular attention to the Ming period -Economical and financial situation of contemporary China (not in details) -China's ambitions to the world and " Belt and Road" Initiative

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test												
Number of hours if written												
2nd session												
Coefficient												

### Recommended reading

Geopolitica futures [www.geopoliticalfutures.com](http://www.geopoliticalfutures.com) ; Foreign Policy [www.foreignpolicy.com](http://www.foreignpolicy.com)

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	6.0
Collective project	8.0
Individual project	8.0
Research	12.0
<b>Total</b>	<b>50.0</b>



STRATEGY OF FIRMS LOCATION 1138		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2122_SYL_IBE_1138	IBE

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** MARTIN Karl

### Prerequisites

Students should know some basic notions of corporate strategy and of change management

### Learning objectives

In this course, students will develop skills to: a. Analyze the industrial choices and conditions of investments b. Analyse the key success factors base on organizational assets and skills c. Identify the conditions of mobilization of forward-looking industrial policy and the subsequent actions to be undertaken d. Gather information on good practices developed by companies and regions to anticipate and manage change and restructuring. Special attention to be given to innovative practice e. Create a list of existing major National Networks/Initiatives in order to link the main stakeholders and create an informal observatory for anticipation of change f. Build up a survey on understanding strategic issues on anticipating changes: re-localization,? g. Understand the contribution of corporate real estate strategy to the overall strategy h. Understand the real estate location model i. Analyze different project profiles j. Carry out scenario development and assessment k. Explore strategic consideration l. Explore financial consideration m. Reflect models on new location approach n. Analyze different types of business sites o. Identify partners and stakeholders p. Identify locations factors q. Analyze the market. r. Understand the investor/end-user s. Define and implement a site marketing strategy t. Analyze key-success factors of existing clusters as a tool to anticipate changes u. Identify the conditions of mobilization of forward-looking regional policy and the subsequent actions to be undertaken v. Define needs expected by the stakeholders w. Define a business model to implement a business route for the stakeholders. x. Propose actions, performance indicators. y. Understand challenges in innovation for the entrepreneurs or the project leader z. Understand the impact of NTBF?s in the socio-economic environment aa. Assess a science park performance bb. Define and implement a marketing strategy for retaining and attracting new technological organisations

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.B Solve professional dilemmas using concepts of CSR and ethics / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.A Appraise the performance of a team / 4.B Compose constructive personal feedback and guidance / 4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The course topics include: 1. Context facing the European Automotive Industry 2. Mechanisms of Anticipation of Change at Company and at Regional Level 3. Current Practices of Anticipation and Management of Change in the European Automotive Industry 4. Management of Change at Company and Regional Level ? Some Illustrations from other Industries 5. Global competition current government and business strategies in Europe: re-localization 6. The Importance of Real Estate Strategy 7. Successfully Marketing a Business Site 8. Cluster as a tool to anticipate changes/Implementing a cluster 9. Challenges addressing innovators 10.Added

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project	Presentation									
Number of hours if written												
2nd session	true	true	true									
Coefficient	30.0	30.0	40.0									

### Recommended reading

Blöcker, A Jürgens, U (2008) ? The restructuring of Value Chains by Multinational Companies? in ?The European Automotive Industry and the Impact on Labour, edited by Watt, A., Peter Lang ; Bramwell, A and Wolfe (2008) ?Universities and regional economic development: the entrepreneurial University of Waterloo?, Research Policy 1175-1187 ; OECD, (2007) Moving up the Value Chain: Staying competitive in the Global Economy? OECD

### Work load

Type of course	Number of hours
Interactive courses	10.0
Coaching	6.0
Personnal work	16.0
Reading reference manuals	4.0
Research	14.0

<b>Total</b>	50.0
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Written reports and business games: questionnaires, role-playing ; Individual work/Readings ; Lecture

DATA ANALYSIS IN PYTHON 1842		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MIS_1842	MIS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1 / S2	L / P	English

**Lecturer(s)**

**Prerequisites**

None

**Learning objectives**

- Write basic programs in python
- Conduct data exploration and visualization in python
- Scrape data using python
- Clean data using python
- Solve basic problems using machine learning techniques in python

3.A Breakdown complex organizational problems using the appropriate methodology / 5.B Construct expert knowledge from cutting-edge information / 6.A Thoroughly examine a complex business situation

**Course description**

This course introduces students to the basics of programming with python and its application in data analytics

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Individual										
Number of hours if written												
2nd session												
Coefficient	20.0	80.0										

**Recommended reading**

None.

## Work load

Type of course	Number of hours
Personnal work	10.0
Individual project	20.0
E-learning	20.0
<b>Total</b>	<b>50.0</b>

DIGITAL TRANSFORMATION AND IT CHANGE 1154		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MIS_1154	MIS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** CARUGATI Andrea

### Prerequisites

Advanced knowledge of managerial issues  
 Knowledge about the use of Information Systems in organizations  
 Basic knowledge of project management  
 Basic knowledge of change management

### Learning objectives

At the end of the course, the students will be able to diagnose the core managerial challenges of a complete digital transformation for an organization and develop policies and tactics to address those challenges.

6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

This course focuses on the managerial challenges of managing the processes of digital innovation and digital transformation. While these terms are often used as synonyms, they point at two different processes: digital innovation deals with the introduction of value-generating IT in products and services, digital transformation regards the transformative processes that are enabled by IT (SMACIT) to take advantage of digital innovations. The emphasis of the course is on the different levels of management and on the strategic (external) and organizational (internal) challenges that managers face when implementing digital innovation and transformation. The course draws on research on economics, strategy, organizational theory, organizational behavior to address two core challenges in IT-related change: making change happen and making change valuable. The course focuses therefore on two distinct but interrelated processes of creating a different value for the final customer but also to re-organize the firm accordingly to these digital activities to capitalize on new digital opportunities. For this reason, half of the course will focus on strategic factors and the other half on internal changes. The course will draw on multiple cases that exemplify and highlight the challenges inherent in these two processes. Finally, an IT-led change management simulation will be used to ground the use of change management tools

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project	Continuous									
Number of hours if written												
2nd session												

Coefficient	20.0	70.0	10.0									
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**Recommended reading**

Westerman, G., Bonnet, D., & McAfee, A. (2014). Leading digital: Turning technology into business transformation. Harvard Business Press.

Garrett, G. and Ritchie, W. (2018) Competing in the Connecting World. Lioncrest Publishing

**Work load**

Type of course	Number of hours
<b>Face to face</b>	
Interactive courses	16.0
Collective project	12.0
E-learning	2.0
Reading reference manuals	12.0
Research	6.0
<b>Total</b>	<b>48.0</b>

ESSENTIALS IN MARKETING & INNOVATION 1716		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_MKT_1716	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** ABRAMOVICH Roberto

### Prerequisites

Basic knowledge of Marketing management, Consumer Behavior and Marketing research

### Learning objectives

- Understand the critical role of innovation for companies and the opportunities and challenges - Understand the New Product Development Process and apply it to real life cases - Understand, describe and evaluate actual product innovations - Familiar with the new product launch process and monitoring
- 1.B Successfully collaborate within a intercultural team / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.C Convey powerful messages using contemporary presentation techniques / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

What is innovation, types, innovation management, linear approaches, exploratory methods, Role of insights and converting raw information into product ideas - usage of business simulation to develop Innovation strategy and put in context of development process. Usage of agile methods: Business modelling: Business Model Canvas and Value Proposition Canvas Design thinking theory and Design Spring Role Hands on work driving an idea from early stage concept until validation, articulating key stages of Brainstorming and crowd voting

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Exercise	Group report	Participation	Group project								
Number of hours if written												
2nd session												
Coefficient	20.0	20.0	20.0	40.0								

### Recommended reading

Osterwalder, A. and Pigneur, Y. (2010) Business Model Generation. Knapp, J et al. (2016). SPRINT: How to generate ideas and solve problems in just five days by Google Ventures. Value proposition design: Osterwalder, A. and Pigneur, BR multiple Sources



## Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	4.0
Personnal work	10.0
Collective project	15.0
Reading reference manuals	4.0
<b>Distance learning</b>	
remote seminar	4.0
<b>Total</b>	<b>45.0</b>

In class exercises, outside class work project with field research and project pitch preparation with online interaction through platform

Total working time for the student

ESSENTIALS IN DIGITAL ANALYTICS 1708		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MKT_1708	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** BERTUZZI Céline

### Prerequisites

Basic understanding of digital technologies.

### Learning objectives

1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.C Convey powerful messages using contemporary presentation techniques / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The course provides a thorough introduction to digital analytics and its applications. Students will acquire the necessary knowledge and skills to thrive in a digital working environment. The course is structured around 4 interactive sessions.

Session 1: Introduction - Introduction to digital marketing analytics - History of & a modern view on data analytics - The digital ecosystem - Digital data infrastructure

Session 2: Analysis & reporting - Digital marketing vocabulary - Applying a measurement framework - Introduction of most important digital metrics - Analytics and tools - Google analytics intro - Digital marketing maturity

Session 3: Optimization & automation - The customer journey and customer touchpoints. - Managing the sales funnel (e.g., converting leads to customers) - Search Engine Marketing (SEM) and Search Engine Optimization (SEO) - Marketing automation

Session 4: Experimentation & learning - Designing, conducting, and analyzing experiments in a digital marketing environment - A/B testing - Data-driven decision making - Intro to predictive modelling & machine learning - Artificial Intelligence & Big Data - Applications of data driven decision making in digital marketing

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuo us	Written exam	Group project									
Number of hours if written		2.0										

2nd session		true										
Coefficient	20.0	50.0	30.0									

### Recommended reading

Digital Marketing Analytics: In theory and in practice by Kevin Hartman (2020)  
 Digital Marketing Analytics (2nd edition) by Chuck Hemann & Ken Burbary (2018)  
 Web Analytics Demystified by Eric Peterson (2004).  
 The art of SEO (3rd edition): Mastering Search Engine Optimization by Eric Enge, Stephan Spencer, Jessie Stricchiola (2015, O'Reilly Media)  
 Reviews : Driving Digital Strategy: A guide to reimagining your business by Sunil Gupta in Harvard Business Review (2018).

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	14.0
Collective project	6.0
E-learning	14.0
<b>Total</b>	<b>50.0</b>

ESSENTIALS IN DIGITAL TECHNOLOGY 1709		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_MKT_1709	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** COURSARIS Constantinos

### Prerequisites

None.

### Learning objectives

At the end of the course, the student should be able to:

1. Understand the underlying psychology of human-computer interactions and user experience;
2. Develop an analytical mindset and manage the process of evaluating the design of digital interfaces (e.g., a company's website) by performing a heuristic review;
3. Have gained hands-on experience with the development of static websites working directly from source code.

1.A Demonstrate an international mindset / 1.C Communicate effectively in English / 2.C Generate sustainable solutions for organizations / 3.B Propose creative solutions within an organization / 4.A Appraise the performance of a team / 4.C Convey powerful messages using contemporary presentation techniques / 5.B Construct expert knowledge from cutting-edge information / 5.D Make effectual organizational decisions / 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

This course focuses on the basics of Human-Computer Interaction (HCI) and User Experience (UX). It provides a general overview of the domain and explores in more depth its sub-area of usability and web design. Areas covered include user interface design strategies, gathering requirements, and website development. Brief tutorials will be given on developing websites in source code.

The following topics will be covered:

- Chapter 1: Introducing HCI, Usability, and User Interface Design requirements
- Chapter 13: Choosing interaction elements: software components
- Managing Web Design Projects: A 6-phase process
- Evaluating the Usability of a Website by performing a Heuristic Review
- Designing a website through source code (a 3-part tutorial)

Students will be responsible for two individual projects (each worth 50% of the grade):

1. A Heuristic Review of an existing company's website
2. The design and development of a basic, static website

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual											
Number of hours if written												

2nd session													
Coefficient	100.0												

### Recommended reading

User Interface Design and Evaluation, , March 22, 2005, ISBN 0120884364. - Coursepack based on the book by Stone, D., Jarrett, C., Woodroffe, M., and Minocha, S Morgan Kaufmann

### Work load

Type of course	Number of hours
Personnal work	9.0
Individual project	10.0
E-learning	15.0
<b>Distance learning</b>	
remote videoconferencing	10.0
remote seminar	6.0
<b>Total</b>	50.0

SALES FORECAST 1710		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MKT_1710	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** CHUMPITAZ Ruben

### Prerequisites

Students should be knowledgeable about basic concepts in statistics and econometric (correlation, regression analysis, etc.). Some knowledge of SPSS package is also recommended.

### Learning objectives

At the end of the course the student should be able to:

1. Have a deeper understanding of the different forecasting techniques available;
2. Understand the use of these different forecasting techniques for sales and business forecasting;
3. Identify the relevant statistical forecast technique to perform;
4. Apply the different forecast techniques and interpret the results of statistical output

3.A Breakdown complex organizational problems using the appropriate methodology / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 6.A Thoroughly examine a complex business situation / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The course of Sales Forecasting focuses on three main forecasting techniques: Holt's Method, Winter's Method and Box-Jenkins (ARIMA) Methodology. Students will learn when and how to use these different forecasting techniques for sales. To get acquainted to this, students will perform several exercises in class using the data analysis software SPSS, and solve a challenging business case in groups based on real-life data (group project).

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Participation	Case study	Group project								
Number of hours if written												
2nd session												
Coefficient	20.0	10.0	20.0	50.0								

### Recommended reading

John E. Hanke and Dean W. Wichern (2009), "Business Forecasting", Pearson

## Work load

Type of course	Number of hours
<b>Face to face</b>	
Interactive courses	8.0
Directed work	8.0
Collective project	10.0
Individual project	14.0
Reading reference manuals	10.0
<b>Total</b>	<b>50.0</b>

ESSENTIALS IN INTERNATIONAL MARKETING 1714		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_MKT_1714	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** NEMKOVA Ekaterina

### Prerequisites

This course focuses on the specificities of international marketing. Basic marketing principles will not be covered and, hence, are a prerequisite of this course.

### Learning objectives

- Design, implement and evaluate international marketing strategies
- Analyse the influence of political, economic and socio-cultural elements on the consumers and organisations of various national markets
- Evaluate the attractiveness of specific markets and segments
- Formulate a market entry strategy
- Draft an international marketing plan (product, price, place and promotion)

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 4.B Compose constructive personal feedback and guidance / 4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information / 5.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

This course presents an introduction to international marketing. The topics covered in class include the international marketing context, the selection process of potential international markets and alternative market entry strategies, the development of the international marketing strategy, and the standardisation vs. adaptation debate when designing the international marketing mix. In addition to lectures, the course consists of (video) case studies, in which students will have to critically apply the concepts discussed in class and propose their own solutions to the various real-life problems and/or situations. Last but not least, students will be asked to demonstrate their knowledge in an exam at the end of the course. An active, interactive, and critical approach is fundamental for this course.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	End of term	Participation									
Number of hours if written		2.0										



2nd session												
Coefficient	50.0	35.0	15									

**Recommended reading**

Hollensen, S. (2012): Essentials of Global Marketing, 2nd edition, Pearson Higher Education  
 Ghauri, P. and Cateora, P. (2014): International Marketing, 4th Edition, McGraw-Hill Education.  
 Johansson, Johny K. (2009): Global Marketing - Foreign Entry, Local Marketing, & Global Management, Fifth Edition, McGraw-Hill/Irwin: New York.  
 Keegan, W.J. and Green, M. (2013): Global Marketing, 7th Edition, Pearson: Harlow.

**Work load**

Type of course	Number of hours
Interactive courses	16.0
Personnal work	5.0
Collective project	9.0
E-learning	2.0
Reading reference manuals	6.0
Research	2.0
<b>Total</b>	<b>40.0</b>

ESSENTIALS OF CEX / CRM 1715		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_MKT_1715	MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** RUBIN Patricia (Trish)

**Prerequisites**

None.

**Learning objectives**

Learners will understand how the marketing elements of CONTEXT, CONSUMERS, COMPETITION and CAPABILITIES are integrated connected to CRM that sustains customer journeys especially during the Covid19 era.

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English

**Course description**

Course is presented in English in using a variety of teaching strategies that help students apply oral and written English skills

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Participation	Presentation	Individual report								
Number of hours if written												
2nd session												
Coefficient	20.0	30.0	30.0	20								

**Recommended reading**

No text for the 16 hour class, but students will read and discuss articles from the current CEX landscape as examples:  
<https://www.marketo.com/articles/the-future-of-marketing-six-visionaries-speak/>  
<https://www.forbes.com/sites/blakemorgan/2020/04/27/customer-experience-mindset-in-a-post-covid-19-world-an-infograph/#2aba93533d0e>  
 In addition a mini Case study will be completed using the Reports of Sparks & Honey research  
[:https://www.sparksandhoney.com/reports](https://www.sparksandhoney.com/reports)

## Work load

Type of course	Number of hours
Lecture	6.0
Interactive courses	6.0
Directed work	4.0
Coaching	2.0
Personnal work	2.0
Individual project	3.0
E-learning	2.0
Research	2.0
<b>Total</b>	<b>22.0</b>

The assignment of hours on task is blended during the interactive course, students will work on individual an team projects and meet for tutorial and coaching in small groups.

KEY CUSTOMER RELATIONSHIP MANAGEMENT 1179		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_NEG_1179	NEG

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1 / S2	L / P	English

**Lecturer(s)** HOLT Sue

**Prerequisites**

NONE

**Learning objectives**

At the end of the course the student should be able to : The main objective of this elective is to demonstrate competence in Key Customer Relations Management (KCRM) also known as Key Account Management (KAM) at both the planning and relationship management levels. Excellent KCRM requires a strong analytical approach, good planning skills and excellent relationship management skills. The elective will also surface the different roles that Key Account Managers have when compared to more traditional sales roles and will focus on the importance of aligning the organisation around customers including the alignment of the key account team internally. At the end of the module, participants will be able to: ? Develop and implement Key Account Plans ? Develop Customer Portfolios ? Create effective value propositions ? Understand the role of the Key Account Manager This learning objective is assessed through a Group Project and an exam or individual assignment.

1.C Communicate effectively in English / 3.C Organize change management processes / 5.C Employ state-of-the-art management techniques / 7.C Effectively apply in-depth specialized knowledge to take advantage of contemporary opportunities in their professional field

**Course description**

The course covers eight key areas of KCRM: 1. World Class Key Account Management 2. Selecting and Categorising Key Customers 3. The Customer Analysis Toolkit 4. Completing a 9 box SWOT 5. Relationship Mapping 6. Developing Value Propositions 7. Customer Profitability and Measuring Success 8. The Role of the Key Account Manager and the Key Account Team

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual	Group project	Participation									
Number of hours if written												
2nd session												
Coefficient	40.0	40	20.0									

**Recommended reading**

<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
Interactive courses	16.0
Collective project	4.0
Individual project	2.0
Reading reference manuals	18.0
Research	10.0
<b>Total</b>	<b>50.0</b>

PERFORMANCE METRICS 1197		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_OPS_1197	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** JACOBSEN Peter

### Prerequisites

None.

### Learning objectives

The course objective is to cover the advantage of using performance management in the company strategy. The goals and objectives are as follows:

- \*Understand the concept of performance management
- \*Understand the concepts for performance measurement
- \*Identify individual indicators for building a performance management system
- \*Build a hierarchy of the indicators
- \*Understand the meaning and influence of indicators
- \*Understand the relationship between indicators
- \*Design a performance management system
- \*Use performance management on a given case
- \*Analyse the output of a performance management system
- \*Understand the limitation and advantages of performance management

To present and demonstrate their understanding of the material, the students will work on a case.

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 2.A Assess the values of the organization in which they work / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 5.B Construct expert knowledge from cutting-edge information / 5.C Employ state-of-the-art management techniques / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

Many companies and institutions are changing working procedures, implementing new strategies/technologies etc. Related to those changes the following questions arise: 1) are we moving in the right direction? and 2) How to measure improvement? Often management have an overwhelming amount of data which are impossible to overview. It is important to select dominating indicators which can be measured and at the same time know the relation to the other indicators. By having this holistic framework the management is supported in their decision making. During the course the students will obtain an understanding for what a performance management system is and through a project make suggestions for how to built up a framework of indicators. At the same time the students will focus on advantages and disadvantages.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual	Participation										
Number of hours if written												
2nd session												
Coefficient	80.0	20.0										

### Recommended reading

Articles and Notes

### Work load

Type of course	Number of hours
Lecture	16.0
Individual project	34.0
<b>Total</b>	50.0

The individual project is done under supervision



INTERNATIONAL ENTREPRISE PROJECT MANAGEMENT 1741		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2122_SYL_OPS_1741	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

**Lecturer(s)** POULIQUEN Dominique

### Prerequisites

global knowledge on how a company works

### Learning objectives

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.C Organize change management processes / 4.A Appraise the performance of a team / 4.B Compose constructive personal feedback and guidance / 5.C Employ state-of-the-art management techniques / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The need for flexibility and responsiveness is a key challenge for to-day organisations and companies in a global world. How can complex organisations react timely in front of a moving environment, with changing competitors and customers? How can each element or individual in this organisation react with the same discipline?

The International Flexible Enterprise Project Management approach is one answer to this challenge. Using industry-standard templates and methodologies, the course will provide students with operational tools and organisation principles that are needed to manage cross-functional projects, especially in the Business Process Re-engineering area.

The course will allow students to understand & apply the project management methodology & discipline, which is key to success in most compartments of companies and organisations.

The course is illustrated by real-life projects in which the instructor is involved personally at IBM

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project	Individual report										



Number of hours if written												
2nd session												
Coefficient	70.0	30.0										

**Recommended reading**

Harold KERZNER : Project Management, A System approach to Planning, scheduling and controlling.

Van Nostrand Reinhold, New York, ISBN 0-47-1393428

Bennet LIENTZ: Project management in 21st century, Academic Press by Bennet P. Lientz, Kathryn P. Ros, ISBN 0-12-449966-X

**Work load**

Type of course	Number of hours
Lecture	1.0
Interactive courses	15.0
Personnal work	17.0
Collective project	17.0
<b>Total</b>	<b>50.0</b>



ORGANIZATION AND MANAGEMENT: THINK DIFFERENT TO BUILD A NEW WORLD 1094		
2021 - 2022	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_STR_1094	STR

Level	Year	Semestre	Campus	Language of instruction
Master	-	S2	L / P	English

**Lecturer(s)** LEVILLAIN Sonia

### Prerequisites

Command of the English language. It is necessary to attend the entire length of the course to understand the logic of the content. This class requires entailment and open mindedness. It is necessary for students to have already followed internships in companies.

### Learning objectives

At the end of the course, the student should be able to: - Audit and identify the type of structure, organization and management style of a company. (LO 2.A) - Understand the concept of paradigms, identify the characteristics of the systemic paradigm, and its implications through the concept of 3rd industrial revolution. (LO 3.A) - Understand why type 1 and 2 organizations are facing difficulties to solve the complex problems brought by the systemic paradigm, especially for Western countries. (LO 3.A) - Understand the proposition of type 3 organization (also called learning organizations) to adapt to this systemic paradigm. (LO 3.A) - Integrate basic neuroscience and psychology principles to: (LO 1.B) 1) Understand the mechanism of resistance to change 2) Understand the diversity of the human profiles and mentalities that can be found in organizations 3) Develop a team's capacity to adapt 4) Be aware and fight against management traps (in hierarchical or transversal management position) - As future manager, identify levers to respect, promote and emphasize innovation and creativity within organizations, which is necessary to face complexity. (LO 6.C)

1.B Successfully collaborate within a intercultural team / 2.A Assess the values of the organization in which they work / 3.A Breakdown complex organizational problems using the appropriate methodology / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

This course is not a mix of creativity technics to be used as a tool box. The terms "Think different" and "build a new world" refers to a necessary revolution that has to occur in cultures and practices of most companies to adapt to this 21st century's challenges. 80 to 90% of western companies are operating on business models that matched with former paradigms but do not produce anymore the economical results expected today. On the other end, emerging countries using these business models don't face any problem of growth, but they contribute to the planet destruction and are quite far from CSR (Corporate Social Responsibility) concept. Who could blame them? The world is different, and its challenges are different from what they were 20 years ago. Most people know it. But in most of the companies, nothing has changed, and things are still running as if nothing could happen in the future. There is a gap that has to be filled by new managers' generation. This course wants to be practical and is based on a pragmatic approach. It starts from the observation of the environment, and winning and losing company practices, to understand them better. It proposes a concrete, lucid, positive and dynamic approach of management. This course is built around 3 main topics: - Environment and Organizations: understand the environment changes and their consequences on

Organizations, Human behaviours, economical results and ecology. - Management: understand how management can serve organizations to get better human and economical results. Identify operational winning and losing management practices. - Skills and Behaviour development: why is pedagogy so important in management? Useful basic neuroscience, psychology and communication principles to develop people's capacity to learn, adjust, innovate and create.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Presentat ion										
Number of hours if written												
2nd session												
Coefficient	50.0	50.0										

### Recommended reading

The Fifth Discipline: The art and practice of the learning organization ? Peter Senge (1990), Doubleday, New York, 1990. ; Inside Our Strange World of Organizations - Henry Mintzberg (1989) This is an indicative reading for further learning, but it is not required to prepare the class. ; The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World ? Peter Senge (2008)

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	10.0

Total

36.0

CHANGE MANAGEMENT FOR SUSTAINABILITY STRATEGIES 1651		
2021 - 2022	Credit : 6	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_CSRS_1651	CSRS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

<b>Lecturer(s)</b>	AMARAL Lucas / BAYLE-CORDIER Julie / BELLO Julien / BHATT Mamta / CASTILLO Maria / DELAMAIRE Marie-Laure / FLAHERTY Margaret / FOSSE Sébastien / FOUROT Loic / JARVIS Lee / RIEU PLICHON Caroline / SEREMANI Tapiwa Winston
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**Prerequisites**

None.

**Learning objectives**

2.A Assess the values of the organization in which they work / 2.B Solve professional dilemmas using concepts of CSR and ethics / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 3.C Organize change management processes / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields / 6.D Combine new knowledge with hands-on experiences and experiential projects to address organizational challenges

**Course description**

**DESCRIPTION OF THE COURSE**

This large, 6 EC course is about fostering change towards sustainability. In particular, we focus on how businesses are transforming to better optimize sustainability principles and practices. We aim to have students extend their knowledge and perspectives to include a broader set of issues, a longer time horizon and a deeper understanding of complexities involved in change for sustainability. To do this effectively, this course strengthens students' understanding of change management within the context of our current sustainability-driven world.

The course equips students to approach business and societal challenges through the dual lens of both change management and sustainability. To do this, the course will:

- Highlight a range of sustainability issues such as stakeholder management and mapping, corporate social responsibility (CSR), business model innovations, and responsible leadership;
- Examine views on social and environmental performance and international frameworks such as the UN Sustainable Development Goals (SDGs);
- Apply these themes to specific, real-time/real-world company cases and working to develop a long-term vision for a selected case firm. Students will grapple with questions such as: 'what will it take to achieve this sustainability vision?' and 'what change management frameworks, processes and reflections will need to be investigated?'

A variety of interactive teaching methods will be combined, including case studies, videos, work sessions and potentially interactions with practitioners. A final presentation, delivered in a poster session workshop,

supplemented by a written group report, will capture this learning. Throughout the course, students will be exploring their own perceptions, aspirations and future role as individuals and potential leaders in business. A final essay is designed to allow students to individually share these thoughtful reflections.

**WHAT TO EXPECT: CONTENT AND TEACHING METHODS**

This course will be based on three main components:

A. Class work: Students will attend interactive class sessions, complemented by readings, videos and assignments. Pre-class preparation and active participation in classes are required: students will be asked to submit responses to questions on IESEG Online about the readings and related themes before class and should be prepared to discuss their answers in class. These activities are considered in their class participation grade.

**B. Individual work:**

After the final session, all students will need to upload an individual reflective essay on how CSR and sustainability influence their professional perspective in their anticipated (ideal) career and how they consider themselves equipped to become changemakers for a better society.

**Group work:**

In groups of 4 or 5, students will produce a detailed scientific poster (A0 paper format – poster size!) and a supporting report on a company of their choosing. The report will have two parts:

First part relates to the themes of the 5 CSR/Sustainability sessions and focuses on analyzing the selected case firm and its opportunities for more sustainable strategies;

Second part relates to the content covered in 4 Change Management sessions and focuses on developing a change plan for the selected case firm.

<b>Assessment / Feedback</b>												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project	Individual report	Participation									
Number of hours if written												
2nd session												
Coefficient	50.0	25.0	25.0									

**Recommended reading**

\* List of required readings :

Bregman, R. (2020). The neoliberal era is ending. What comes next? The Correspondent, May 14, 2020. Available at <https://thecorrespondent.com/466/the-neoliberal-era-is-ending-what-comesnext/61655148676-a00ee89a>

Sundheim, D. & Starr, K. (2020). Making stakeholder capitalism a reality. Harvard Business Review, January 22 2020. Available at <https://hbr.org/2020/01/making-stakeholder-capitalism-a-reality>.

Kiron, D., Unruh, G., Reeves, M., Kruschwitz, N., Rubel, H., & ZumFelde, A. M. (2017). Corporate sustainability at a crossroads. MIT Sloan Management Review, 58(4). Available at <https://sloanreview.mit.edu/projects/corporate-sustainability-at-a-crossroads/>

Explore video on sustainability and systems thinking. Available at <https://www.youtube.com/channel/UCutCcajxhR33k9UR-DdLsAQ>

Explore SASB's Materiality Mapping Tool – be prepared to discuss the notion of materiality and offer some examples and questions. Available at <https://materiality.sasb.org>

Whelan, T., & Fink, C. (2016). The comprehensive business case for sustainability. *Harvard Business Review*, October 21. Available at <https://hbr.org/2016/10/the-comprehensive-business-case-for-sustainability>

World Economic Forum & Boston Consulting Group (2020). Embracing the New Age of Materiality. World Economic Forum, March 2020. Available at [http://www3.weforum.org/docs/WEF\\_Embracing\\_the\\_New\\_Age\\_of\\_Materiality\\_2020.pdf](http://www3.weforum.org/docs/WEF_Embracing_the_New_Age_of_Materiality_2020.pdf)

Serafeim, G. 2020. Making sustainability count. How to improve environmental, social and governance (ESG) performance. *Harvard Business Review*. Available at: <https://hbr.org/2020/09/makingsustainability-count>

World Economic Forum (2020). The Global Risks Report 2020 – 15th Edition. World Economic Forum, January 2020. Available at [http://www3.weforum.org/docs/WEF\\_Global\\_Risk\\_Report\\_2020.pdf](http://www3.weforum.org/docs/WEF_Global_Risk_Report_2020.pdf)

Senge, P. M., Smith, B., Kruschwitz, N., Laur, J., & Schley, S. (2008). The necessary revolution: How individuals and organizations are working together to create a sustainable world. *Currency*, June 8th.

Winston, A. (2020). Leading a new era of climate action. *Harvard Business Review*, January 24 2020. Available at <https://hbr.org/cover-story/2020/01/leading-a-new-era-of-climate-action>

The Economist (2015). The sustainable development goals: Beyond handouts. *The Economist*, September 19 2015, 416(8956), p. 55. Available at <https://www.economist.com/international/2015/09/17/beyond-handouts>

Kramer, M. R., Agarwal, R., & Srinivas, A. (2019). Business as Usual Will Not Save the Planet. *Harvard Business Review*. June, 12. Available at: <https://hbr.org/2019/06/business-as-usual-will-not-save-the-planet>

Guido Palazzo. (2020). From Corona Anxiety towards a New Enlightenment. *Business & Society Blog*. Available at <http://businessandsociety.org/2020/05/29/from-corona-anxiety-towards-a-new-enlightenment-why-a-return-to-normal-is-not-a-meaningful-option/>

McKinsey, (2020). COVID-19: Implications for business – Executive Summary. Available at: <https://www.mckinsey.com/business-functions/risk/our-insights/covid-19-implications-for-business>

Landry, L. (2020). Business model innovation: What is it and why is it important? *Northeastern University blog*, May 2 2020. Available at <https://www.northeastern.edu/graduate/blog/implementing-business-model-innovation/>

Atasu, A., Agrawal, V., Rinaldi, M., Herb, R., & Ülkü, S. (2018). Rethinking sustainability in light of the EU's new circular economy policy'. *Harvard Business Review*, July 3 2018. Available at <https://hbr.org/2018/07/rethinking-sustainability-in-light-of-the-eus-new-circular-economy-policy>

Young, D. & Reeves, M. (2020). The quest for sustainable business model innovation. Boston Consulting Group, March 2020. Available at [https://image-src.bcg.com/Images/BCG-The-Quest-for-Sustainable-Business-Model-Innovation-Mar-2020\\_tcm9-24057.pdf](https://image-src.bcg.com/Images/BCG-The-Quest-for-Sustainable-Business-Model-Innovation-Mar-2020_tcm9-24057.pdf)

Raffaelli, R. (2017). *Organizational Behavior Reading: Leading Organizational Change*, 1-17.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Management Review* 73 (2), 59–67.

Watson, B. (2014). How to create system change that solves sustainability challenges. *The Guardian*, March 14 2020. Available at <https://www.theguardian.com/sustainable-business/create-system-change-sustainability-challenges>

Lessons for the future. The Interface guide to changing your business to change the world. Available at [http://interfaceinc.scene7.com/is/content/InterfaceInc/Interface/Americas/WebsiteContentAssets/Documents/Sustainability%2025yr%20Report/25yr%20Report%20Booklet%20Interface\\_MissionZeroCel.pdf](http://interfaceinc.scene7.com/is/content/InterfaceInc/Interface/Americas/WebsiteContentAssets/Documents/Sustainability%2025yr%20Report/25yr%20Report%20Booklet%20Interface_MissionZeroCel.pdf)

Raffaelli, R. (2017). Organizational Behavior Reading: Leading Organizational Change, 20-26; 37-38..

Quinn, R.E. & Thakor, A.V. (2018). Creating a purpose-driven organization. Harvard Business Review, 96(4), pp.78-85. Available at <https://hbr.org/2018/07/creating-a-purpose-driven-organization>

Men, R. L., & Bowen, S. A. (2016). Excellence in internal communication management, Ch. 8. Change management and internal communication, Business Expert Press.

Raffaelli, R. L. (2017). Organizational Behavior Reading: Leading Organizational Change, 27-47.

Goleman, D., & Lueneburger, C. (2010). The change leadership sustainability demands. MIT Sloan Management Review, 51(4), 49-56.

Cohen, D. S. (2005). Don't let up: Implementing and sustaining change. The heart of change field guide: Tools and tactics for leading change in your organization. Boston, MA: Harvard Business Review Press

Eccles, R. G., Perkins, K. M., & Serafeim, G. (2012). How to become a sustainable company. MIT Sloan Management Review, 53(4), 43-50.

Geradts, T.H. & Bocken, N.M. (2019). Driving sustainability-oriented innovation. MIT Sloan Management Review, 60(2), 78-83.

\* Suggested readings: see syllabus on IOL

<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
Interactive courses	27.0
Coaching	5.0
Collective project	45.0
Individual project	15.0
<b>Independent work</b>	
E-learning	6.0
Reading reference manuals	28.0
Research	24.0



Total

150.0

DATA SCIENCES 1653		
2021 - 2022	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_FIN_1653	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1 / S2	L / P	English

**Lecturer(s)** Intervenant\_Non\_Spécifié Faculty\_Not\_Specified

### Prerequisites

None

### Learning objectives

Visualize data using Tableau  
 Source data using SQL  
 Analyze data using python  
 Recall basic machine learning concepts  
 3.A Breakdown complex organizational problems using the appropriate methodology / 4.C Convey powerful messages using contemporary presentation techniques / 5.B Construct expert knowledge from cutting-edge information

### Course description

This course explores introductory topics in data analytics including data sourcing using SQL, data data visualization with Tableau, data analytics with python, and a short introduction to Machine Learning.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice	Individual	Individual	Individual								
Number of hours if written												
2nd session												
Coefficient	10.0	30.0	30.0	30.0								

### Recommended reading

None.

### Work load

Type of course	Number of hours
Individual project	25.0
E-learning	25.0
<b>Total</b>	<b>50.0</b>

POSITIVE LEADERSHIP DEVELOPMENT 1652		
2021 - 2022	Credit : 4	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_HRM_1652	HRM

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1 / S2	L / P	English

<b>Lecturer(s)</b>	ALIBAY Sheila / CAMARGO MALDONADO Ana Maria / CLAEYS Johannes / COULATY Bernard / FLIPO Céline / FOSSE Sébastien / MOHAN Gouri / ZILLI ROMANELLI Andrea
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### Prerequisites

To participate in this course students should have knowledge of basic concepts in organizational behavior of which an introduction to leadership theory should be an integral aspect. In other words, as this is an advanced class, students are expected to have basic knowledge/understanding of leadership and OB-concepts and theory. Students enlisting for this course should have the ambition to improve their leadership skills, but more specific should be willing to engage in reflection and feedback (giving and receiving).

### Learning objectives

4.A Appraise the performance of a team / 4.B Compose constructive personal feedback and guidance / 5.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions

### Course description

The aim of this class is to develop leadership potential and sharpen leadership competencies through experiential learning: through a series of lectures and exercises. This class develops leadership knowledge, skills, and attitudes in four important leadership domains: task-oriented, relation-oriented, change-oriented, and ethics-oriented leadership. We use a 3D model for leadership development (Leroy-Claeys) that will function as a compass for effective leadership behavior, but will also allow to gain confidence in ones abilities and posture as a positive leader.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	Individual	Group project									
Number of hours if written												
2nd session												
Coefficient	30.0	40.0	30.0									

### Recommended reading

The professors will give specific literature for every module, but as a general suggestions we refer to the world our model relies on

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. The academy of management perspectives. Vol. 26. The academy of management perspectives (pp. 66–85). .  
<https://doi.org/10.5465/amp.2012.0088>

Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. Journal of Leadership & Organizational Studies, 9, 15–32. <https://doi.org/10.1177/107179190200900102>

Leroy, H. et al.(2018), Managing people in organizations: Integrating the study of HRM and leadership. HRMR 28/3, 249-257.

<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
<b>Face to face</b>	
Lecture	22.0
Personnal work	10.0
Collective project	27.0
Individual project	20.0
E-learning	15.0
<b>Outside training</b>	
Outside visit	6.0
<b>Total</b>	100.0



PREPARATION AU DELF B1 ET B2 0520		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_0520	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	

**Lecturer(s)** PHILIPPE Claire

### Prerequisites

FRENCH Level B1

### Learning objectives

At the end of the course, the student should be able to : Organise thoughts and thus an argument based on a written or audio document. Make a written or oral presentation on a given theme. Level B1 or/and B2

### Course description

Listening, Reading, Speaking and Writing exercises

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuo us	Participat ion	Digitaliza tion									
Number of hours if written												
2nd session												
Coefficient	60	20	20									

### Recommended reading

Réussir le DELF B2, éditions DIDIER ; Réussir le DELF B1, éditions DIDIER ; Intranet de l'école [www.ieseg-online.com](http://www.ieseg-online.com)

### Work load

Type of course

Number of hours

<b>Face to face</b>	
Interactive courses	16
<b>Independent study</b>	
Personnal work	16
<b>Independent work</b>	
E-learning	18
<b>Total</b>	<b>50</b>

Readings in order to deepen your understanding of themes done in class as well as written and oral comprehension. A written expression on IESEG-ONLINE with feedback ; Research for presentations and preparation of the exercices



<b>BIEN PRONONCER LE FRANCAIS 0521</b>		
2021 - 2021	Credit : 1	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_0521	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	

**Lecturer(s)** FOULFOIN Isabelle

### Prerequisites

no prerequisite

### Learning objectives

At the end of the course, the student should be able to : Master mechanisms and the functioning of the French pronunciation, that will enable them to have greater competence in listening and speaking and even writing thanks to the link between written and spoken forms.

### Course description

> Theoretical part : discovering the sounds, the phonatory organs used and comparison with the students' native languages.  
 > Practical part : speaking exercises, listening, simultaneous and deferred repetition, role-plays... We will use authentic documents: songs, clips...

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Digitalization	Presentation	Continuous	Participation	End of term							
Number of hours if written												
2nd session												
Coefficient	10	10	20	20	40							

### Recommended reading

IESEG Online <http://www.ieseg-online.com/>

### Work load

Type of course	Number of hours
Lecture	14.5
Personnal work	9
E-learning	1.5
<b>Total</b>	<b>25</b>

FRENCH AS A FOREIGN LANGUAGE (ADVANCED)2548		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_2548	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

**Lecturer(s)** AYOSSO Laure

### Prerequisites

LEVEL A0 :None.

LEVEL A1

LEVEL A2

The student has completed a training in the A1 level either at IESEG or in another learning context.

LEVEL B1

LEVEL B2:The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

LEVEL A0

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level A1.

At the end of the course, students should reach A1 level.

[Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

LEVEL A1

LEVEL A2

At the end of the class, the student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL B1

LEVEL B2

The learning objectives at this level focus on the effectiveness of argumentation and comprehension in oral and written communication: Understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality; reports and defends his/her opinions in a discussion by providing appropriate explanations, arguments and comments; develops a point of view on a

topic by supporting in turn the advantages and disadvantages of different options; constructs a logical argument ;develops an argumentation by defending or refuting a given point of view; exposes a problem by making it clear that the negotiating partner has to make concessions; questions causes, consequences, hypothetical situations; takes an active part in an informal discussion in a familiar context, makes comments, clearly expresses his or her point of view, evaluates possible choices, makes hypotheses and responds to them

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team

**Course description**

**LEVEL A0**

Students will work on the 4 skills : listening, reading, speaking and writing .

We will study the following thematic : French Introduction/ Introducing himself-herself/ The city/ Buying and Ordering

**LEVEL A1**

**LEVEL A2**

Become an independent user (intermediate level) in the 4 skills on themes such as:

Environment : Talk about environmental issues and responsible consumption, describe an innovative tool/product

Advertising : Discuss a marketing strategy, present an advertisement and give an opinion

Current affairs : Read an article, present facts and justify a choice, discuss current affairs

**LEVEL B1**

**LEVEL B2**

Themes:

- New modalities of working for millennials (sub-themes: creating or working in a start-up; being a professional 'slasher'; presenting / defending a career choice)

-Sustainable development policies and CSR in a professional context (sub-themes: inclusion and social mobility policies)

-French society: Reporting and commenting on current events (JT/radio/social networks/Representing French society "on screen")

Transversal acts of speech and savoir-faire:

Understanding puns and colloquialisms

Discuss structural differences in companies

Debating: linking arguments, highlighting and ranking arguments to convince.

Analysing figures

Language structures

Consolidation of tenses and modes

Nuances to express the hypothesis, the doubt, the eventuality.

Verbs + prepositions

Logical articulations (continued from semester 1)

Language levels and registers

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuo us	Digitaliza tion	Participat ion	End of term	Oral assessm							
Number of hours if written				1.5								

2nd session												
Coefficient	30	10	10	25	25							

**Recommended reading**

Provided by the course lecturers

**Work load**

Type of course	Number of hours
Interactive courses	16.5
Coaching	2
Personnal work	25.5
E-learning	6
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (BEGINNER) 2229		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_2229	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

**Lecturer(s)** PHILIPPE Claire

### Prerequisites

LEVEL A0 :None.

LEVEL A1

LEVEL A2

The student has completed a training in the A1 level either at IESEG or in another learning context.

LEVEL B1

LEVEL B2:The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

LEVEL A0

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level A1.

At the end of the course, students should reach A1 level.

[Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

LEVEL A1

LEVEL A2

At the end of the class, the student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL B1

LEVEL B2

The learning objectives at this level focus on the effectiveness of argumentation and comprehension in oral and written communication: Understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality; reports and defends his/her opinions in a discussion by providing appropriate explanations, arguments and comments; develops a point of view on a

topic by supporting in turn the advantages and disadvantages of different options; constructs a logical argument ;develops an argumentation by defending or refuting a given point of view; exposes a problem by making it clear that the negotiating partner has to make concessions; questions causes, consequences, hypothetical situations; takes an active part in an informal discussion in a familiar context, makes comments, clearly expresses his or her point of view, evaluates possible choices, makes hypotheses and responds to them

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team

**Course description**

**LEVEL A0**

Students will work on the 4 skills : listening, reading, speaking and writing .

We will study the following thematic : French Introduction/ Introducing himself-herself/ The city/ Buying and Ordering

**LEVEL A1**

**LEVEL A2**

Become an independent user (intermediate level) in the 4 skills on themes such as:

Environment : Talk about environmental issues and responsible consumption, describe an innovative tool/product

Advertising : Discuss a marketing strategy, present an advertisement and give an opinion

Current affairs : Read an article, present facts and justify a choice, discuss current affairs

**LEVEL B1**

**LEVEL B2**

Themes:

- New modalities of working for millennials (sub-themes: creating or working in a start-up; being a professional 'slasher'; presenting / defending a career choice)

-Sustainable development policies and CSR in a professional context (sub-themes: inclusion and social mobility policies)

-French society: Reporting and commenting on current events (JT/radio/social networks/Representing French society "on screen")

Transversal acts of speech and savoir-faire:

Understanding puns and colloquialisms

Discuss structural differences in companies

Debating: linking arguments, highlighting and ranking arguments to convince.

Analysing figures

Language structures

Consolidation of tenses and modes

Nuances to express the hypothesis, the doubt, the eventuality.

Verbs + prepositions

Logical articulations (continued from semester 1)

Language levels and registers

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuo us	Digitaliza tion	Participat ion	End of term	Oral assessm							
Number of hours if written				1.5								

2nd session												
Coefficient	30	10	10	25	25							

**Recommended reading**

Provided by the course lecturers

**Work load**

Type of course	Number of hours
Interactive courses	16.5
Coaching	2
Personnal work	25.5
E-learning	6
<b>Total</b>	<b>50</b>



FRENCH AS A FOREIGN LANGUAGE (BEGINNER +) 2547		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_2547	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

**Lecturer(s)** DUVAL Emilie

### Prerequisites

LEVEL A0 :None.

LEVEL A1

LEVEL A2

The student has completed a training in the A1 level either at IESEG or in another learning context.

LEVEL B1

LEVEL B2:The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

LEVEL A0

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level A1.

At the end of the course, students should reach A1 level.

[Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

LEVEL A1

LEVEL A2

At the end of the class, the student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL B1

LEVEL B2

The learning objectives at this level focus on the effectiveness of argumentation and comprehension in oral and written communication: Understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality; reports and defends his/her opinions in a discussion by providing appropriate explanations, arguments and comments; develops a point of view on a

topic by supporting in turn the advantages and disadvantages of different options; constructs a logical argument ;develops an argumentation by defending or refuting a given point of view; exposes a problem by making it clear that the negotiating partner has to make concessions; questions causes, consequences, hypothetical situations; takes an active part in an informal discussion in a familiar context, makes comments, clearly expresses his or her point of view, evaluates possible choices, makes hypotheses and responds to them

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team

**Course description**

**LEVEL A0**

Students will work on the 4 skills : listening, reading, speaking and writing .

We will study the following thematic : French Introduction/ Introducing himself-herself/ The city/ Buying and Ordering

**LEVEL A1**

**LEVEL A2**

Become an independent user (intermediate level) in the 4 skills on themes such as:

Environment : Talk about environmental issues and responsible consumption, describe an innovative tool/product

Advertising : Discuss a marketing strategy, present an advertisement and give an opinion

Current affairs : Read an article, present facts and justify a choice, discuss current affairs

**LEVEL B1**

**LEVEL B2**

Themes:

- New modalities of working for millennials (sub-themes: creating or working in a start-up; being a professional 'slasher'; presenting / defending a career choice)

-Sustainable development policies and CSR in a professional context (sub-themes: inclusion and social mobility policies)

-French society: Reporting and commenting on current events (JT/radio/social networks/Representing French society "on screen")

Transversal acts of speech and savoir-faire:

Understanding puns and colloquialisms

Discuss structural differences in companies

Debating: linking arguments, highlighting and ranking arguments to convince.

Analysing figures

Language structures

Consolidation of tenses and modes

Nuances to express the hypothesis, the doubt, the eventuality.

Verbs + prepositions

Logical articulations (continued from semester 1)

Language levels and registers

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	Digitalization	Participation	End of term	Oral assessment							
Number of hours if written				1.5								

2nd session												
Coefficient	30	10	10	25	25							

**Recommended reading**

Provided by the course lecturers

**Work load**

Type of course	Number of hours
Interactive courses	16.5
Coaching	2
Personnal work	25.5
E-learning	6
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE) 2545		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_2545	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

**Lecturer(s)** PHILIPPE Claire

### Prerequisites

LEVEL A0 :None.

LEVEL A1

LEVEL A2

The student has completed a training in the A1 level either at IESEG or in another learning context.

LEVEL B1

LEVEL B2: The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

LEVEL A0

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level A1.

At the end of the course, students should reach A1 level.

[Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

LEVEL A1

LEVEL A2

At the end of the class, the student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL B1

LEVEL B2

The learning objectives at this level focus on the effectiveness of argumentation and comprehension in oral and written communication: Understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality; reports and defends his/her opinions in a discussion by providing appropriate explanations, arguments and comments; develops a point of view on a

topic by supporting in turn the advantages and disadvantages of different options; constructs a logical argument ;develops an argumentation by defending or refuting a given point of view; exposes a problem by making it clear that the negotiating partner has to make concessions; questions causes, consequences, hypothetical situations; takes an active part in an informal discussion in a familiar context, makes comments, clearly expresses his or her point of view, evaluates possible choices, makes hypotheses and responds to them

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team

**Course description**

**LEVEL A0**

Students will work on the 4 skills : listening, reading, speaking and writing .

We will study the following thematic : French Introduction/ Introducing himself-herself/ The city/ Buying and Ordering

**LEVEL A1**

**LEVEL A2**

Become an independent user (intermediate level) in the 4 skills on themes such as:

Environment : Talk about environmental issues and responsible consumption, describe an innovative tool/product

Advertising : Discuss a marketing strategy, present an advertisement and give an opinion

Current affairs : Read an article, present facts and justify a choice, discuss current affairs

**LEVEL B1**

**LEVEL B2**

Themes:

- New modalities of working for millennials (sub-themes: creating or working in a start-up; being a professional 'slasher'; presenting / defending a career choice)

-Sustainable development policies and CSR in a professional context (sub-themes: inclusion and social mobility policies)

-French society: Reporting and commenting on current events (JT/radio/social networks/Representing French society "on screen")

Transversal acts of speech and savoir-faire:

Understanding puns and colloquialisms

Discuss structural differences in companies

Debating: linking arguments, highlighting and ranking arguments to convince.

Analysing figures

Language structures

Consolidation of tenses and modes

Nuances to express the hypothesis, the doubt, the eventuality.

Verbs + prepositions

Logical articulations (continued from semester 1)

Language levels and registers

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous	Digitalization	Participation	End of term	Oral assessment							
Number of hours if written				1.5								

2nd session												
Coefficient	30	10	10	25	25							

**Recommended reading**

Provided by the course lecturers

**Work load**

Type of course	Number of hours
Interactive courses	16.5
Coaching	2
Personnal work	25.5
E-learning	6
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE +) 2546		
2021 - 2021	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2122_SYL_LAN_FRE_2546	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

**Lecturer(s)** FOULFOIN Isabelle

### Prerequisites

LEVEL A0 :None.

LEVEL A1

LEVEL A2

The student has completed a training in the A1 level either at IESEG or in another learning context.

LEVEL B1

LEVEL B2:The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

LEVEL A0

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level A1.

At the end of the course, students should reach A1 level.

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Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

LEVEL A1

LEVEL A2

At the end of the class, the student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL B1

LEVEL B2

The learning objectives at this level focus on the effectiveness of argumentation and comprehension in oral and written communication: Understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality; reports and defends his/her opinions in a discussion by providing appropriate explanations, arguments and comments; develops a point of view on a

topic by supporting in turn the advantages and disadvantages of different options; constructs a logical argument ;develops an argumentation by defending or refuting a given point of view; exposes a problem by making it clear that the negotiating partner has to make concessions; questions causes, consequences, hypothetical situations; takes an active part in an informal discussion in a familiar context, makes comments, clearly expresses his or her point of view, evaluates possible choices, makes hypotheses and responds to them

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Current affairs : Read an article, present facts and justify a choice, discuss current affairs

**LEVEL B1**

**LEVEL B2**

Themes:

- New modalities of working for millennials (sub-themes: creating or working in a start-up; being a professional 'slasher'; presenting / defending a career choice)

-Sustainable development policies and CSR in a professional context (sub-themes: inclusion and social mobility policies)

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Verbs + prepositions

Logical articulations (continued from semester 1)

Language levels and registers

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuo us	Digitaliza tion	Participat ion	End of term	Oral assessm							
Number of hours if written				1.5								



2nd session												
Coefficient	30	10	10	25	25							

**Recommended reading**

Provided by the course lecturers

**Work load**

Type of course	Number of hours
Interactive courses	16.5
Coaching	2
Personnal work	25.5
E-learning	6
<b>Total</b>	<b>50</b>