



SYLLABI

Courses for Incoming Exchange Students

Master PGE

Lille

Spring 2022

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

Missing Syllabi / Master level

SUSTAINABILITY FOR COMPETITIVE ADVANTAGE 2082 - 2122_SYL_ACC_2082

BUSINESS ETHICS IN COMMERCE 2097 - 2122_SYL_NEG_2097

SUSTAINABLE - GREEN FINANCE 2411 - 2122_SYL_FIN_2411

THE ECONOMICS OF ARTIFICIAL INTELLIGENCE 2412 - 2122_SYL_IBE_2412

Edition 15/12/2021

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

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

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	Multiple choice questions	Presentation	Participation	Individual project								
Number of hours if written												
2nd session												
Coefficient	10	30	30.0	30								

Evaluation

Students get feedback while delivering the exercises and assignments in the classroom but a personal coaching session with the professor is also offered.

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.

Work load

Type of course	Number of hours
Face to face	
Lecture	22.0
Independent study	
Personnal work	10.0
Collective project	27.0
Individual project	20.0
Independent work	
E-learning	15.0
Outside training	
Outside visit	6.0
Total	100.0

MANAGING FIRM CONSTRAINTS WITH ACCOUNTING DECISION TECHNIQUES 2081		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_ACC_2081	ACC

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

Prerequisites

This course presumes fundamental knowledge of financial and managerial accounting reporting and analytic methods covered in principles level courses. Knowledge of variance reporting and costing methods are helpful, as is a basic knowledge of "standard" accounting methods. Proficiency, however, is not required. Students with this a quick mind for quantitative work, and an appreciation for innovative solutions and creative approaches to problems will enjoy and be very successful in this course.

Learning objectives

1. Understand how the creative use of theory of constraints methods applies in managing business outcomes toward optimal decisions and improved firm profits. (Primary Learning Objective)
 2. Develop a creative outlook in approaching business constraints.
 3. Master some level of constraint management quantitative techniques.
 4. Understand how capacity constraints and opportunity costs influence optimal decision outcomes.
 5. Distinguish between relevant and irrelevant financial decision information.
 6. Identify the differentiating characteristics of financial reporting, traditional managerial accounting methods, and TOC methods, -- including their advantages and limitations.
 7. Understand the differences between absorption and variable cost reporting methods.
 8. Appreciated the limitations of constraint management methods in certain conditions.
 9. Further develop analytic, communication, and presentation skills.
- 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.C Employ state-of-the-art management techniques / 5.D Make effectual organizational decisions

Course description

This course develops a special topic within "Lean Accounting Methods," focusing on optimizing productivity (profitability) through constraint management methods. These methods, largely Goldratt's Theory of Constraints [TOC], have a large global following, although are not without its critics. It is a controversial area, making it all the more interesting, and relevant. TOC methods focus on direct action, with an emphasis on detecting and eliminating system constraints. Using a systematic, generally linear approach, TOC methods work toward firm optimization through short-term decision modelling. TOC shifts, and in some cases entirely eliminates, traditional financial reporting conventions. For example, absorption costing is not only disregarded, but considered the "enemy" (incongruent with decision optimization). Elements of variance reporting, activity-based costing, standard costing, and product cost reporting are among other traditional accounting areas that are bypassed in favour throughput analyses. Traditional inventory valuation methods are turned upside down. Inventory is considered a liability, not an asset. Reports that do not directly emphasize variable costs, throughput, operating efficiency, and profit-maximizing results are simply dropped. The result reshapes financial information into relevant, lean-based reports, targeting essential decision elements, and leading toward strategic decision outcomes.

The essence of lean accounting and TOC methods is a philosophy that postulates that the following three questions drive successful firm operations: "(1) what to change, (2) what to change to, and (3) how to cause the change." Managerial accounting reports that target these issues provide the foundation for effective firm management and profit maximizing results. This course explores the foundations of lean accounting

and TOC, then works toward developing a set of decision frameworks to facilitate answering those questions.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	End of term exam	Continuous assessment	Individual project	Exercise	Individual report	Group project	Group report					
Number of hours if written												
2nd session												
Coefficient	20.0	12.0	3.0	3.0	12.0	35.0	15.0					

Evaluation

Quizzes, Individual Projects (homework) & Exercises reviewed immediately in class; Group Work reviewed as presented.

Recommended reading

Two [very] short readings are included in the coursebook. The course is otherwise self-contained.

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	6.0
Collective project	17.0
Individual project	5.0
Reading reference manuals	3.0
Research	3.0

Total	50.0
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This workload represents a return to face-to-face, active learning environment, in the classroom. The course was shifted to online last year, (a combination of ZOOM and online E-learning, visual & audio, methods), because of the pandemic and its effects in 2020. (Hopefully, spring 2021 will return us to the classroom. If not, we can revert back to the Spring 2020, online / ZOOM, format, and this syllabus will be adjusted accordingly.)

INFRASTRUCTURE FINANCE 1114		
2021 - 2022	Credit : 2.0	IESEG - School of Management
Class code :	2122_SYL_FIN_1114	FIN

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

Prerequisites

Required skills include:

- Practice of financial modeling in Excel
- Exposure to valuation techniques
- Reading and interpreting financial statements and ratios
- Knowledge of financial markets and derivatives
- Prior basic knowledge of project finance

Learning objectives

At the end of the course, participants will know how to:

- develop analytical skills on complex, multi-faceted transactions that include aspects of finance, marketing, strategy and structured finance
- argue and debate about case studies by acting as the protagonists and experiencing real-life situations where compromise is oftentimes the only route
- manage other forms of finance, apart from traditional corporate finance courses taught at business schools and therefore be better positioned in the structured finance industry

6.A Thoroughly examine a complex business situation

Course description

Course Content

Four basic modules, each containing 2 case studies:

- structuring projects
- valuing projects
- managing project risks
- financing projects

The syllabus includes cases, technical notes, newspaper articles, and readings from professional journals.

The case protagonists are corporate managers from a range of industries including mining, energy, telecommunications, and transportation.

The course consists of 8 sessions plus a written paper on a mutually-agreed topic (done individually or in small groups).

Regular class preparation, attendance and participation are required for this course. Resources will be made available to assist students in writing their paper.

Module 1: Structuring Projects

Class #1 Case: Chad-Cameroon Petroleum Development and Pipeline Project (A)

Class #2 Case: Calpine Corporation: The Evolution from Project to Corporate Finance

Module 2: Valuing Projects

Class #3 Case Airbus A3XX: Developing the World's Largest Commercial Jet

Class #4 Case: Contractual Innovation in the UK Energy Markets: Enron Europe, The Eastern Group, and the Sutton Bridge Project,

Module 3: Managing Project Risks

Class #5 Case: Petrolera Zuata, Petrozuata C.A

Class #6 Case: Financing the Mozal Project

Module 4: Financing Projects

Class # 7 Case: Restructuring Bulong's Project Debt

Class # 8: Case: The International Investor: Islamic Finance and the Equate Project

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice questions	Multiple choice questions	Multiple choice questions	Multiple choice questions	Multiple choice questions	Multiple choice questions	Multiple choice questions	Multiple choice questions				
Number of hours if written												
2nd session												
Coefficient	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5				

Evaluation

Individual written and global vidéo

Recommended reading

None.

Work load

Type of course	Number of hours
Personnal work	24.0

E-learning	24.0
Total	48.0

THE CDO GAME 2086		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_2086	FIN

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

Prerequisites

- preferably, having completed successfully the Introduction to CDO Game
- have a good mastery of corporate finance concepts

Learning objectives

- understand the concepts attached to CDO arbitrage transactions
- acquire a working knowledge of practical real-life situations faced by a CDO asset manager

1.A Demonstrate an international mindset / 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

I / Origination Phase

1. Source a portfolio of bonds and loans in the market (HYB et Leveraged Loans)
2. Proceed to collateral analysis and rating
3. Tranching and structuring: the portfolio will be tranching and the risks redistributed in various slices
4. Marketing and selling the tranches
5. Costing & profitability: an SPV is setup and fees are taken

II / Management Phase > This phase involves several unexpected shocks that will hurt the portfolio. The manager will take appropriate actions to counter these shocks.

III / Wind Down Phase > This phase involves selling and winding the portfolio down and giving the money back to investors. It is also the time to draw the line on the management of the portfolio and its performance.

Assessment / Feedback

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

Coefficient	40.0	60.0										
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Evaluation

Asynchronous vid sessions

Recommended reading

None.

Work load

Type of course	Number of hours
Personnal work	30.0
E-learning	20.0
Total	50.0

THE PROJECT FINANCE GAME 2087		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_2087	FIN

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

Prerequisites

Students should have a global understanding of finance and its fundamentals.

Having successfully completed the Introduction to Project Finance Course is a plus.

Learning objectives

1. Acquire Fundamental skills in Project Finance.
2. Convince and argue when fund raising.
3. Develop multi-tasking skills from structuring to modeling to oral presentation.

The course will cover the fundamentals aspects of Project Finance. It will be paced by hurdles to overcome to reach project financial close.

1.A Demonstrate an international mindset / 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 the rationale for infrastructure finance and its fundamental building blocks and examine project risks, risk mitigation strategies, financing options, and structuring aspects. It will also address cash-flow modeling concepts for Project Finance but will not engage in the mechanics of modeling techniques.

After a quick appraisal of the rules of the game, each student will be assigned a project (whose sector and geography will be his/her choice).

The student will then structure his project, model the charges and the revenue base, identify and manage the risks. Student's ultimate goal will be to convince lenders to finance his/her project.

Instruction will be a mixture of online content (once per level) and review and study of materials available on IESEG Online dedicated space

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice questions	Case study	Group project									

Number of hours if written												
2nd session												
Coefficient	30.0	40.0	30.0									

Evaluation

Two asynchronous video sessions

Recommended reading

None.

Work load

Type of course	Number of hours
Personnal work	30.0
E-learning	20.0
Total	50.0

MARKET RISK MANAGEMENT 2085		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_2085	FIN

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

Prerequisites

Review of some basic notions of probability and statistics (probability density function, cumulative distributions function, mean, variance, Uniform and Gaussian laws, etc...).

Learning objectives

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

- Estimate the volatility of financial positions using different econometric models
- Critically describe the characteristics of the basic techniques for measuring market risk
- Determine the exposure of financial positions to market risk and estimate their Value-at-Risk and Expected Shortfall

Expected Shortfall

- Verify the accuracy of a VaR model using backtesting

1.B Successfully collaborate within a intercultural team / 3.B Propose creative solutions within an organization / 5.B

Construct expert knowledge from cutting-edge information

Course description

The course covers a wide range of market risk management topics that are used in day-to-day financial activities:

Introduction to Financial Risks

- What are Financial Risks
- How to Implement Risk Management
- Volatility versus Value-at-Risk
- Financial Regulation on Market Risks

Volatility Estimation

- Moving Average Model
- Exponentially Weighted Moving Average Model
- ARCH/GARCH Model
- Implied Volatility

Value-at-Risk (VaR) Estimation

- Historical VaR
- Hybrid historical VaR
- Gaussian parametric VaR
- Cornish-Fisher VaR
- Value-at-Risk Backtesting

Expected Shortfall (ES) Estimation

- Risk Measure Theory
- Coherent, Convex and Monetary Risk Measures
- Historical ES
- Hybrid ES
- Gaussian Parametric ES

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice questions	Case study										
Number of hours if written												
2nd session												
Coefficient	30.0	70.0										

Evaluation

For in class activities, we will use a student response system to gather students' results and feedback will be given immediately. Multiple-choice questions will validate students understanding of course material progressively. Additional feedback may be given in class regarding MCQ results depending on class performance. A group work will be proposed by the professor to participate to a deeper understanding of market risk measurement concepts through practice and will assess the students' capacity to apply the studied models and techniques.

Recommended reading

Dowd, K. (2005) Measuring market risk, Wiley.
Hull, J. (2018) Risk Management and Financial Institutions, 5th Edition, Wiley.
Roncalli, T. (2020) Handbook of Financial Risk Management.

Work load

Type of course	Number of hours
Face to face	
Lecture	8.0
Interactive courses	8.0
Personnal work	16.0
Collective project	18.0

Total	50.0
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OPERATIONAL RISK MANAGEMENT 2088		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_2088	FIN

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

Prerequisites

knowledge of risk management and high-level understanding of the financial industry

Learning objectives

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 / 3.C Organize change management processes / 4.B Compose constructive personal feedback and guidance / 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

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

- Have a view on main principles of operational risk management
- Understand the nature of operational risk
- Grasp the main concepts related to Operational Risk and specifically the notions of causes, events, and impacts
- Explain the operational risk management framework and its main components
- Understand the importance of support, monitoring, and control functions in mitigating operational risks.

The course covers the following topics:

Definition and drivers of operational risk management

The operational risk management framework

Operational risk governance

Culture and awareness

Policies and procedures

Risk appetite Internal loss data & external loss data

Risk and control self-assessment

Key risk indicators

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	80.0	20.0										

Evaluation

Group presentations of a case that will be analyzed by the students. Direct feedback will be given during the course.

Recommended reading

None.

Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	6.0
Coaching	2.0
Personnal work	10.0
Collective project	20.0
Independent work	
Research	5.0
Total	51.0

CAREER DEVELOPMENT 2090		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_HRM_2090	HRM

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

Prerequisites

None.

Learning objectives

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

- understand career development theory
- understand career management from an HRM perspective
- understand career development practices in companies
- understand emerging career development trends in HRM
- gain insights into their own career

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

Course description

This subject will emphasize the active participation of students through discussion, presentations, collaborative exercises, and a workshop. The classes will be carried out in an active learning style thus students are expected to participate by discussing their own views.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project	Individual project	Oral assessment								
Number of hours if written												
2nd session												
Coefficient	25.0	25.0	35.0	15								

Evaluation

None.

Recommended reading

Greenhaus, J. (2009). Career Management, 4th ed., SAGE Publications.

Harrington, B. and Hall, D. (2007). Career Management & Work-Life Integration. SAGE Publications.

Swanson, J. and Fouad, N. (2014). Career Theory and Practice: Learning Through Case Studies, 3rd ed., SAGE Publications.

Work load

Type of course	Number of hours
Lecture	10.0
Interactive courses	10.0
Collective project	10.0
Individual project	10.0
Research	10.0
Total	50.0

THE ECONOMICS OF ADVERTISING 2091		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_IBE_2091	IBE

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

Prerequisites

Students should be familiar with basic economic concepts such as demand, elasticity, consumer surplus, and economies of scale. The course includes a brief presentation of core economic concepts.

Learning objectives

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

- Apply the framework of economics to critically examine advertising and to evaluate its effects on demand, prices, competition, and well-being.
- Classify advertisements as persuasive, informative, or complementary and justify the classification.
- Discuss the effects of different types of advertising on social welfare.
- Predict the effect of a change in advertising spending on sales for a good across the product life cycle and for different types of goods in the same phase of the product life cycle.
- Contrast firms' options for signaling the quality of their goods in markets with imperfect information.
- Analyze how the increased demand for consumers' attention affects advertisers.
- Explain the implications of an advertisement's half-life on firms' decisions and tax policy.
- Explain the contribution of behavioral economics to the choice of advertising strategies.

1.A Demonstrate an international mindset / 1.C Communicate effectively in English / 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 / 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

Course description

The evolution of advertising and its importance in developed economies.

Review relevant economic concepts.

Contrast economists' three treatments of advertising - the persuasive, informative and complementary models.

Derive the profit maximizing level of advertising intensity using price and advertising elasticities.

Determine the effects of advertising on price, price elasticity, sales, and market share.

Understand options for signaling product quality to consumers using advertising, warranties, price, etc.

Determine the duration of advertising's impact on sales and understand its importance.

Analyze the increasing challenges of attracting consumers' scarce attention

Evaluate the role of behavioral economics in advertising.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
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Type of test	End of term exam	Exercise										
Number of hours if written	2.0											
2nd session	true											
Coefficient	70.0	30.0										

Evaluation

Feedback will be given at the last class and by email after the examination

Recommended reading

- The Economic Analysis of Advertising by Kyle Bagwell (available online through The Academic Commons).
- Additional reading materials are provided online; they supplement my PowerPoint slides that will be provided online.
- <http://www.ieseg-online.com/>

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	12.0
E-learning	6.0
Reading reference manuals	6.0
Research	10.0

Total	50.0
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ENVIRONMENTAL MARKETING 2092		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_2092	MKT

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

Prerequisites

Knowledge of Marketing Principles is recommended to study this course, however not essential. Throughout the course students are expected to allocate study time to explore selected material and other relevant academic texts and journals to give them the most current view of pressing global environmental issues. Students should be prepared to critically analyse the various approaches that are being debated to address the global concerns that climate change and other environmental sustainability challenges present.

Learning objectives

- Effectively apply a range of Environmental Marketing Principles to issues of global significance;
- Demonstrate how Environmental Marketing differs from other Marketing sub-disciplines such as 'Social Marketing' and 'Cause Related Marketing';
- Understand how Environmental Marketing frameworks can be applied to develop opportunities to better meet the expectations of today's consumer;
- Apply skills they have learned throughout the course by developing strategies that address emerging environmental challenges.
- Appreciate how economies are being influenced by Environmental Sustainability challenges.

1.A Demonstrate an international mindset / 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

- Session1: The session will introduce the fundamental differences between Marketing sub-disciplines such as "Social Marketing", "Cause Related Marketing" and "Environmental Marketing".
- Session 2a: This session provides students with a background into how successful research methodologies have played a critical role in developing strategies that have influenced behaviour change.
- Session 2b: This session introduces unique segmentation, target audience selection and positioning frameworks to achieve 'Environmental Sustainability' objectives.
- Session 3: This session considers Integrated Marketing Communications, the importance of Stakeholder Management and explores the role of New Media.
- Session 4: Students will be required to present a practical case analysis that applies key frameworks and strategies that have been addressed throughout the course.

Assessment / Feedback

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

2nd session												
Coefficient	50.0	50.0										

Evaluation

Written feedback will be provided to students for both their group assignment and associated group presentation. In addition, verbal feedback will be provided to each group and the class more generally throughout the develop of their assignment topics. Furthermore, interactive case workshops will provide students with opportunity to apply course principles and receive immediate feedback.

The course coordinator is also available for feedback outside class hours through email, Zoom and Skype.

Recommended reading

Session 1:

Stern Review Final Report: The Economics of Climate Change (full executive summary).

Truong. V,D (2014). Social Marketing: A Systematic Review of Research 1998–2012. Social Marketing Quarterly, Vol. 20 (1) 15-34.

McKenzie-Mohr. D (2000). Promoting Sustainable Behavior: An Introduction to Community-Based Social Marketing. Journal of Social Issues. Vol. 56, No. 3, 2000, pp. 543–554.

Session 2:

Fitzgerald, D (2007), 'The savewater® Online Water Conservation Report.' (dynamic reporting for the Water Industry) Presented in class.

Haley, Russell.(July 1968) "Benefit Segmentation: A Decision Orientated Research Tool" Journal of Marketing , Vol 32 pp. 30-35

Kim. Y and Choi. S (2005). Antecedents of Green Purchase Behavior: An Examination of Collectivism, Environmental Concern, and PCE. Advances in Consumer Research. Volume 32.

Session 3:

Rivera-Camino, J (2007). Re-evaluating green marketing strategy: a stakeholder perspective. European Journal of Marketing, Vol.41(11/12), p.1328-1358.

Additional resources:

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

www.ecomarketing.com.au
www.IPCC.ch
www.royalsociety.org
www.socialdilemmas.org

Work load

Type of course	Number of hours
Lecture	10.0
Directed work	6.0
Personnal work	10.0
Collective project	6.0
Individual project	8.0
Reading reference manuals	5.0
Research	5.0
Total	50.0

The course combines lectures with interactive class formats. This structure allows for consistent personal feedback.

Both the presentation and the group assignment will be related to the same topic. The majority of personal work will be allocated to this task.

GLOBAL MARKETING OF HEALTHCARE PRODUCTS AND SERVICES 2093		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_2093	MKT

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

Prerequisites

None

Learning objectives

Though debate exists over whether healthcare is a basic social service or a product to be bought and sold, the fact remains that healthcare goods and services are provided and exchanged for money. This means that healthcare operates in a marketplace, and consumers have choices over how, when, where, and how much they buy, even if they do not pay for all of it themselves. Healthcare providers must know the needs of the markets and customers they serve, in order to make decisions about what kinds of services they should provide, where and how the services should be provided, what they should charge, and who should pay. Furthermore, people need to know the value of the services, so providers must prepare effective marketing communications to reach their customers.

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.B Propose creative solutions within an organization / 5.D Make effectual organizational decisions / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

Course description

in-class

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual report	End of term exam	Presentation	Continuous assessment								
Number of hours if written		1.0										
2nd session	true	true	true	true								
Coefficient	40.0	40.0	5.0	15.0								

Evaluation

Written Assignments: 40%
 Presentation: 5%
 Class Participation: 15%

Final Exam: 40%
TOTAL: 100%

Recommended reading

Dash, P, & Meredith, D. When and how provider competition can improve health care delivery. McKinsey Quarterly.
Rosenthal, E. (2013). "The Growing Popularity of Having Surgery Overseas." New York Times. Access at:
<http://www.nytimes.com/2013/08/07/us/the-growing-popularity-of-having-surgery-overseas.html>
Delnoi, J. "Measuring Patient Experiences in Europe" European Journal of Public Health, 19 (4), 354-356.
Arnold, A. Can Social Media Have A Positive Impact On Global Healthcare? Forbes
(<https://www.forbes.com/sites/andrewarnold/2018/06/05/can-social-media-have-a-positive-impact-on-global-healthcare/#f88001118a01>)

Work load

Type of course	Number of hours
Lecture	16.0
Interactive courses	0.0
Directed work	0.0
Coaching	0.0
Personnal work	0.0
Collective project	4.0
Individual project	4.0
E-learning	0.0
Reading reference manuals	4.0
Research	4.0
Outside training	
Outside visit	0.0
Company visit	0.0
Distance learning	
remote videoconferencing	0.0
remote seminar	0.0
Total	32.0

SPORT MARKETING 2094		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_2094	MKT

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

Prerequisites

While it is not compulsory for you to have completed any advanced units in marketing before attempting this course, it is recommended that a basic knowledge of marketing principles to be able to extract value from undertaking this course.

Learning objectives

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

- 1) Understand and define sports marketing and sponsorship concepts (knowledge).
 - 2) Apply sports marketing and sponsorship theory and research to industry practices (knowledge and skill).
 - 3) Prepare and evaluate sponsorship activations (competency).
 - 4) Prepare and evaluate sports marketing strategies (competency).
 - 5) Link real-world issues and practices to class concepts (knowledge and skill).
 - 6) Analyze sports marketing problems and offer recommendations (knowledge and skill).
- 1.A Demonstrate an international mindset / 1.C Communicate effectively in English / 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

The sports industry is a strong global industry given the global appeal of sports. This course examines aspects of the marketing of sports (to fans) as well as the marketing of any good or service through sports. Students will learn the theory and research pertaining to sports marketing and sponsorship along with how they apply to cases and practices in the sports industry. Examples and cases from international sports (e.g., Olympics, FIFA, UEFA, and the English Premier League) along with American sports (e.g., NFL and NBA) are incorporated within the course.

The course focuses on understanding the motivations of fans and social identity theory in sports. Additionally, the course places special emphasis on understanding sponsorship (and related concepts like activation and ambush marketing) as part of how any brand can use sports as part of its marketing strategy to achieve its marketing objectives.

In addition to the lectures and class exercises and discussions, the course entails a strong component of insight from sports business professionals through recorded interviews that will be available for the students to watch.

Specific topics that will be covered include the following:

Marketing through sports: Endorsements
 Marketing through sports: Sponsorship research and theories
 Marketing through sports: Sponsorship activation and ambush marketing
 Marketing through sports: Licensing
 Consumer (fan) behaviour and sports fandom: Research and theories on motives for following sports
 Marketing of sports: Marketing strategies for sports properties

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										

Evaluation

Assessment will include the following:

1) Group assignment, worth 50% of the course grade. Each group can have up to four students maximum. For this assignment, the groups should prepare and submit a business report addressing a topic that will be given prior to the beginning of the course.

All references used for the analysis must be clearly listed, both within the report and at the end of the report in a Reference List. There is no minimum or a maximum number of pages for the report. You should use as many pages as needed to provide a high-quality analysis answering addressing the topic. Points will be deducted for late submissions.

2) Final exam, worth 50% of the course grade.

Recommended reading

Book chapters:

Bettina Cornwell (2014), Sponsorship in Marketing: chapters 4 (How Sponsorship Works), 5 (Leveraging and Activation), and 9 (Ambushing and Legal Issues in Sponsorship). [Will be available through the course's web page on IESEG Online].

Articles:

Vassilis Dalakas and Aron Levin (2005), "The balance theory domino: How sponsorships may elicit negative consumer attitudes" in Advances in Consumer Research: http://www.acrwebsite.org/volumes/v32/acr_vol32_48.pdf

Pitt, Leyland, Michael Parent, Pierre Berthon, and Peter Steyn (2010), "Event sponsorship and ambush marketing: Lessons from the Beijing Olympics" in Business Horizons. [Will be available through the course's web page on IESEG Online].

Vassilis Dalakas (2016), "Why sports fans need villains" in The Conversation: <https://theconversation.com/why-sports-fans-need-villains-66725>

Bill Sutton (2015), "On my elevator: A new way to think about sport consumption" in Sports Business Journal. [Will be available through the course's web page on IESEG Online].

Russell Scibetti (2017), "Your ticket sales funnell... in reverse?": <https://blog.koresoftware.com/blog/thoughts-on-downgrading-fans>

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	12.0
Reading reference manuals	4.0
Total	40.0

Working in a group, you will select a sport/event or related organisation and prepare a marketing audit of its operation. This will be presented to the class in an engaging and interactive manner and written feedback will be provided. You will also undertake an examination at the end of the week. Both of these assessment tasks will be worth 50% of the final overall score.

INTERNATIONAL CONFLICT MANAGEMENT AND PEACE BUILDING 2095		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_2095	NEG

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

Prerequisites

1. Read three pre-posted articles for preparation
2. Watch following Ted Talk: https://www.ted.com/talks/severine_autesserre_to_solve_mass_violence_look_to_locals
3. Critical incident: Identify one international conflict. Describe its main issues and resolution strategies (1 page).
4. Learning goals: It is important to identify in advance of learning specific learning goals you want to achieve by taking this course. List 3-5 goals and the rationale for their selection.

Learning objectives

Identify entry points for peace and security in war-affected societies;
 Develop an awareness on how business as a peace actor can provide opportunities for peacebuilding and change.

1.A Demonstrate an international mindset / 2.C Generate sustainable solutions for organizations / 3.C Organize change management processes / 6.B Synthesize multifaceted information from various sources across different functional fields

Course description

This course will provide students with the theory and practice to engage in international conflict management. It situates the discussion in the aftermath of violent conflict and therefore puts emphasis on the ending of hostilities and the consolidation of short-term peace and long-term nation-building. Students will explore the many levels and multi-dimensional scopes of international mediation, incl. tactics, actors, and dynamics at the negotiation table. Based on applied theory and case studies provided by the course instructor, students will be immersed in the complexities of conflict resolution and peace building on an international scale. Whether Darfur, Syria, Myanmar, or Colombia, students' awareness and understanding of interdependent issues at the international level will be raised.

Assessment / Feedback

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

Evaluation

Via Email> p.darocha@ieseg.fr

Feedback will be given within 24 hours of the receipt of a query.

Recommended reading

1. Fisher, R., Ury, W. & Patton, B. (1991). Getting to Yes: Negotiating agreement without giving in, 2nd edition. New York: Penguin.
2. Da Rocha, J.P. (2017). The International Mediator: A Handbook, Lambert LAP Publishing, ISBN-13: 978-620-2-00836-5
3. Da Rocha, J.P. (2019). The International Mediator – A Handbook, (French, Peter Lang Publishing), ISBN: 978-1-4331-6982-3
4. Da Rocha, J.P (2020). The Changing Nature of International Mediation – Special Issue Global Policy, doi:10.1111/1758-5899.12683
5. Da Rocha, J.P (2016). Mediating international conflict – Challenges and opportunities, BPC Policy Brief, Vol 4(1), Jan-April 2016, Rio de Janeiro: BRICS Policy Center.
5. Select readings and case studies

Work load

Type of course	Number of hours
Lecture	16.0
Interactive courses	20.0
Directed work	0.0
Coaching	0.0
Reading reference manuals	10.0
Research	10.0
Distance learning	
remote videoconferencing	16.0
remote seminar	2.0
Total	74.0

Due to the topic, preparatory work and coming prepared to each class relies heavily on students' ability and capacity to provide informed inputs. Thus, the number of total hours is the minimum benchmarks for students to be able to browse, research and to digest the information.

INTERNATIONAL SALES AND COMMERCIAL LAW 2096		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_2096	NEG

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

Prerequisites

None.

Learning objectives

The objective of this course is to give the student the necessary knowledge in the field of international sales and commercial law.

Main objectives of the course:

- understand the principales that structure international sales law
- utilise the legal tools in an international negotiation
- manage the international business relationship from a legal stand point.

1.A Demonstrate an international mindset / 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.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.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

- Introduction
- International sales of goods
- Varius Aspects of the contract
- Legal aspects of transportation of goods
- Insurance
- International commercial litigation
- Long-term international contracts
- Gouvernment regulation
- Customs law

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

Coefficient	6.0	2.0	2.0									
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Evaluation

The assessment is mainly based on class participation, personal research and group project.

Recommended reading

SCHMITTHOFF - "The law and practice of international trade" - Thomson Publisher

Work load

Type of course	Number of hours
Interactive courses	16.0
Independent study	
Personal work	14.0
Collective project	10.0
Individual project	10.0
Research	10.0
Total	60.0

SUPPLY CHAIN DEVELOPMENT 2231		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_OPS_2231	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S2	L_P	English

Prerequisites

None.

Learning objectives

2.A Assess the values of the organization in which they work / 2.C Generate sustainable solutions for organizations / 6.A Thoroughly examine a complex business situation / 6.B Synthesize multifaceted information from various sources across different functional fields

Course description

None.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous assessment	Group report										
Number of hours if written												
2nd session												
Coefficient	30.0	70.0										

Evaluation

None.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Total	100.0

GAME THEORY IN BUSINESS 2083		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_STR_2083	STR

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

Prerequisites

This is an advanced course and students should have a good understanding of the basic functional courses like marketing, finance and operations. Students who sign up for this course, should also have, at the very least a basic knowledge of the key concepts of strategic management. The course requires considerable out of the box thinking and therefore a good grounding in rational thinking and a natural ability to do extensive analysis will be a distinct advantage. It is imperative that they are willing, and able, to study (and then analyze) 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

At the end of the course, the student should be able to: understand the role of game theory in development of business strategies

- identify key issues and predict outcomes in rational situations
- structure business situations using game-theoretic models which could be used in the decision making process
- work through higher levels of complexity of thinking, analyzing and reasoning
- understand the dynamics of inter-firm interactions
- enhance their ability to think critically

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

Classification of games and use of game theory in business strategy Distinguishing games from decisions
 Extensive form games and rollback equilibrium
 Prisoners' Dilemma
 Zero sum games Nash Equilibrium
 Commitment and Credibility
 Private and Public auctions

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Group project	End of term exam									
Number of hours if written												
2nd session												
Coefficient	20.0	30.0	50.0									

Evaluation

The assessment would be a combination of continuous assessment through participation in class and group project assignments that will allow assessment of application of concepts covered in class. The students will present their solutions in class and get feedback. There will be a final exam that will comprehensively assess the learnings from the course.

Recommended reading

Martin Osborne "An Introduction to Game Theory" OUP (optional)

A set of reading material will be provided

Work load

Type of course	Number of hours
Interactive courses	16.0
Independent study	
Personnal work	6.0
Collective project	10.0
Independent work	
Reading reference manuals	18.0
Total	50.0

ADVANCED STRATEGY & NEW MANAGEMENT THEORIES 2084		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_STR_2084	ENT

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

Prerequisites

Students will be required to do a considerable amount of reading and to contribute intelligently to class discussion. Students should have knowledge of the basics of organisation theory and have taken at least (!) one introductory course to strategy. Another imperative prerequisite is a willingness to read, and discuss, a set of articles and book chapters. Good knowledge of current business and political events is definitely helpful for success in this course.

Learning objectives

after completion of the course, students will...

- understand the notion of dynamic, complex organisational systems
- breakdown complex organisational problems using the appropriate methodology
- predict how business and economic cycles could affect organisational strategy
- thoroughly examine a complex business situation
- discuss the "new" meanings of control, management, and strategymaking
- realise the limits of any notions of "strategy" and "planning"

1.A Demonstrate an international mindset / 1.C Communicate effectively in English / 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 / 5.A Predict how business and economic cycles could affect organizational strategy / 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

Course description

The post-modern business environment makes it increasingly difficult for managers to pursue the kind of strategies that might have been the base for a firm's success ten or twenty years ago. This course will investigate the meaning of a hyper-dynamic environment both inside and outside the organisation, and will critically discuss the implications for strategy-making, "muddling through", and the role of the individual in such a demanding, and ultimately unpredictable, environment. This course will introduce students to the principles of process thinking and draw heavily on the tenets of Systems Theory.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual report											

Number of hours if written												
2nd session												
Coefficient	100.0											

Evaluation

Feedback on course performance and the final essay will be given to each student by e-mail or via Skype (student's choice)

Recommended reading

Stacey, Ralph D.; Strategic Management and Organizational Dynamics. The Challenge of Complexity. Fifth Edition. Prentice-Hall, (reference copies in library Bâtiment B)

Stacey, R. D. (1995). The Science of Complexity: An Alternative Perspective for Strategic Change Processes. Strategic Management Journal (1986-1998), 16(6), 477.

Cunha, M. P. e., & Cunha, J. V. d. (2006). Towards a complexity theory of strategy. Management Decision, 44(7), 839-850.

Work load

Type of course	Number of hours
Interactive courses	18.0
Personnal work	12.0
Individual project	10.0
Reading reference manuals	10.0

Total	50.0
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CONTEMPORARY ISSUES IN FINANCIAL MANAGEMENT CONTROL 1763		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_ACC_1763	ACC

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

Prerequisites

Basic knowledge in management control (cost calculation, budgeting...)
 Knowledge and use of accounting softwares
 Professional ethics and compliance

Learning objectives

Know about, and analyze, the latest issues/debates in management control and accounting.
 Guide decisions under uncertainty and manage risks
 Understand and manage CSR risks
 Analyze data, implement and use IT tools to improve the performance
 Behave with integrity and ethics
 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 / 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

The evolution of the French CFO's since the 1980s: competencies, roles and interlocutors
 Decision making under uncertainty: incorporate probabilistic thinking into financial models and business decisions (Decision tree + MonteCarlo simulation).
 Digital transformation: role of finance in the management of digitalization + digital in finance operations
 Identification and mitigation of ISG related risks (COSO framework)

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	End of term exam	Participation									
Number of hours if written		1.0										
2nd session												

Coefficient	60	30	10									
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Evaluation

None.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	15.0
Collective project	20.0
Total	51.0

FUNDAMENTALS OF FIRM VALUATION 1765		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_ACC_1765	ACC

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

Prerequisites

- KNOWLEDGE OF INTERMEDIATE FINANCIAL AND ECONOMIC CONCEPTS SUCH AS TIME VALUE OF MONEY, INTEREST RATES, EQUITIES AND BOND PRICING
- HIGH LEVEL ACCOUNTING KNOWLEDGE AND ABILITY TO INTERPRET ALL FINANCIAL STATEMENTS
- SHOULD HAVE KNOW-HOW IN PLATFORMS LIKE THOMSON REUTERS AND BLOOMBERG ALTHOUGH THESE WILL ALL BE LEARNED IN CLASS
- HIGH COMPETENCE IN EXCEL
- AT LEAST 2 DEVICES (1 LAPTOP PLUS A MOBILE DEVICE FOR COMMUNICATING WITH GROUPS)

Learning objectives

SPECIFIC OBJECTIVES:

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

- Critically describe the characteristics of standard valuation techniques
- Use Eikon analytics and extract data for determining enterprise or equity value
- Estimate the cost of various sources of financing raised by a firm
- Assess the sensitivity of value estimates to the model assumptions
- Build a spreadsheet valuation model in Microsoft Excel and link it to real-time data

2.A Assess the values of the organization in which they work / 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 / 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

Course Outline

1. Introductory thoughts on valuation
 2. A review of financial statements
 3. Market Multiples
 4. The enterprise and equity values
 5. Cash flows: Definition and discounting
 6. Building growth forecasts
 7. Estimating the cost of capital
 - a. Equity risk and the cost of equity
 - b. Default risk and the cost of debt
 - c. The cost of preferred stocks
 - d. The weighted average cost of capital
- Concluding remarks

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
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Type of test	Continuous assessment	Exercise	Individual project	Group project								
Number of hours if written												
2nd session												
Coefficient	10.0	20.0	30.0	40.0								

Evaluation

None.

Recommended reading

Main text:

Damodaran, A.: 2012, Investment Valuation: Tools and Techniques for Determining the Value of Any Asset, 3rd Edition, John Wiley and Sons, Inc. (ISBN: 978-1-118-13073-5, www.damodaran.com)

Suggested Readings:

Titman, S. and Martin, J. D.: 2007, Valuation: The Art and Science of Corporate Investment Decisions, Addison-Wesley (ISBN: 0-321-33610-0)

Koller, T., Goedhart, M. and Wessels, D.: 2005, Valuation: Measuring and Managing the Value of Companies, John Wiley and Sons, Inc. (ISBN: 0-471-70218-8)

Work load

Type of course	Number of hours
Lecture	16.0
Coaching	4.0
Collective project	15.0
Individual project	15.0

Distance learning	
remote videoconferencing	10.0
Total	60.0

AUDIT DATA ANALYTICS 2409		
2021 - 2021	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_ACC_2409	ACC

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

Prerequisites

-Knowledge of audit techniques is compulsory (this is an advanced audit course). Therefore, students must either be from the ACCA major or have followed the master elective course "fundamentals of auditing".

-Knowledge of basic statistics

-Knowledge of intermediate-level financial accounting and reporting

Learning objectives

- revise, deepen and apply key Audit concepts
- master the appropriate techniques and display expertise in audit data analytics using an Audit software
- analyze and solve complex problems with the appropriate methodology
- produce professional quality documents

1.C Communicate effectively in English / 5.B Construct expert knowledge from cutting-edge information

Course description

Throughout the sessions, students will use IDEA, a well-known ADA platform used in audit firms.

1. Presentation of Audit Data Analytics and its importance in audit missions.
2. Reminder on audit planning
3. Then, a single, large case will allow students to:
 - a. Conduct the audit of account receivables
 - b. Conduct the audit of account payables
 - c. Conduct the audit of inventory

At each stage, the writing of an audit report will end the session.

Preparatory work will be asked regarding key audit concepts.

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

2nd session												
Coefficient	70.0	20.0	10.0									

Evaluation

Assessment will consist of three group audit reports, complemented by two MCQ and participation.
 Audit report will be assessed as if student where an audit team delivering their report to their manager.
 In particular, one MCQ will be devoted to validate personal work before the course.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	2.0
Directed work	14.0
Personnal work	34.0
Total	50.0

SUSTAINABILITY MANAGEMENT & REPORTING 1092		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_CSRS_1092	CSRS

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

Prerequisites

None.

Learning objectives

- Understand how the concept of sustainability can be integrated into strategic management;
- Understand the methodology of social and ethical accounting, auditing and reporting and of sustainability reporting and assurance;
- Critically analyse the quality of corporate sustainability reports with reference to international standards (e.g. AA1000 and GRI)

2.C Generate sustainable solutions for organizations / 6.A Thoroughly examine a complex business situation

Course description

The core dimensions of sustainability (economic-social-environmental) will be discussed in relation to strategic management of the corporation, showing how a stakeholder oriented approach can help managers to create value in a sustainable way. students will then analyse the logic, methodology and international standards for the practice of social and ethical accounting, auditing and reporting (AA1000) and of sustainability management and reporting (GRI). Finally, students will critically analyze real examples of corporate sustainability reporting, assessing their quality in light of the concepts and methodologies discussed in the course.

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

Evaluation

None.

Recommended reading

- R.E. Freeman, J.S. Harrison, A.C. Wicks, B.L. Parmar and S. de Colle (2010), Stakeholder Theory: The State of the Art, (only Chapter 1, pages 3-29 and Chapter 8, pages: 235-264), Cambridge University Press
- S. Zadek. 1998. 'Balancing Performance, Ethics, and Accountability', Journal of Business Ethics 17: 1421–1441
- AA1000 Principles

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	8.0
Collective project	5.0
Individual project	5.0
Independent work	
Reading reference manuals	8.0
Research	8.0
Total	50.0

PRACTISING 360 DEGREE INNOVATION 1098		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_ENT_1098	ENT

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

Prerequisites

None

Learning objectives

Assess and identify improvements to commonly encountered systems, products and processes.
 Create upon demand a written design brief and prototype in the form of a model or detailed diagram for the improvement of a system, product, or process.
 Appreciate through direct engagement both the "push" and the "pull" aspects of sociotechnical improvements to the human-designed world and that improvements are possible everywhere, every day, while always subject to constraints.
 Demonstrate in a preliminary manner their ability, working within a small international randomly-assigned team, to successfully deliver three iterations of a design brief over a four-day period.
 Engage in discerning critique of proposed improvements by others to existing systems, products, and/or processes in the everyday world and in the corporate world.

1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 3.B Propose creative solutions within an organization / 4.A Appraise the performance of a team / 4.B Compose constructive personal feedback and guidance / 6.A Thoroughly examine a complex business situation / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

Course description

Students will engage in practical innovation beginning with everyday examples from around the world - both past and present. Business examples will also be accessed in proximity to IESEG the first day under tutelage of the instructor. Randomly assigned intercultural teams will then identify an innovation site of their choosing within a given radius of the school. They will identify an innovation challenge for another team write up a design brief of their chosen task. All teams will serve as both a consulting team completing an assigned task from another team and a customer team who have requested an innovation for one or more specific problems their chosen entity (corporate, public, or NGO) is facing from another team. All teams will meet twice with their "client" team during the exercise as well as presenting their innovative solutions before several other teams. All teams will judge at least two other teams' products, grading both students within their own team as well as the other teams in their assigned triad.

Assessment / Feedback

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

2nd session												
Coefficient	85.0	15.0										

Evaluation

Oral coaching, oral critiques, written critiques, group feedback, collective class feedback to presentations, 360-degree evaluations by students, teams, and the professor. Feedback to students and/or teams is continuous across this highly interactive course.

Recommended reading

Chesbrough, H. (2019). Open Innovation Results: Going Beyond the Hype and Getting Down to Business, Oxford U Press.
European Patent Office (2018). Intellectual Property Toolkit and related materials (all free pdf downloads).
Gutsche, Jeremy (2020). Creating the Future: Tactics for Disruptive Thinking and The Innovation Handbook. FAST Company (two books in one).

Work load

Type of course	Number of hours
Lecture	1.0
Interactive courses	13.0
Collective project	15.0
Individual project	3.0
E-learning	5.0
Reading reference manuals	5.0
Outside training	
Outside visit	1.0
Total	43.0

Continuous team-level and individual coaching and tutorials as needed will be provided by the professor. We will do a class field trip of one hour in the local environs near the campus.

FUNDAMENTALS OF BANKING & INSURANCE 1107		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_1107	FIN

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

Prerequisites

Finance fundamentals, Introduction to financial markets

Learning objectives

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

- understand the structure and the evolution of both the banking and insurance industries (AACSB Learning Goal)
- define the role of banks and insurance firms in the financial system and in the economy (AACSB Learning Goal)
- understand the different types of risk that banks and insurance firms face
- appraise suitable qualitative and quantitative data or characteristics to assess banks and insurance firms' performances and risks
- develop a critical view of the banking industry and assess the current issues related to two industries (AACSB Learning Goal).

3.A Breakdown complex organizational problems using the appropriate methodology / 5.A Predict how business and economic cycles could affect organizational strategy / 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

This course delivers an introduction to the economics of banks and insurance firms. The structure puts particular emphasis on the modus operandi of commercial banks, whereas it provides a more general overview of the functioning of both investment banks and insurance firms. It is structured around three main topics. It starts with a general description of financial intermediaries (types, role in managing information asymmetry issues, exposure to risks). The second topic is dedicated to the analysis of banks and insurance firms' balance sheets, as well as some specific banking activities such as loan commitments and securitization. Lastly, the course tackles the different types of risk in banking with a focus on interest risk, credit risk, and liquidity risk. A companion analysis is provided for insurance firms.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Multiple choice questions	End of term exam										
Number of hours if written	1.0	2.0										
2nd session		true										

Coefficient	30.0	70.0										
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Evaluation

Feedback will be provided in the form of in-class MCQs and on-line MCQs that will be discussed as part of the four teaching days. The Assessment will take the form of quizzes and one final exam with theoretical and practical questions in which students will be asked to define, apply and use concepts learned in class to develop a critical view of both the banking and insurance industry.

Recommended reading

Casu, B. Girardone, C. and Molyneux P. (2015). Introduction to Banking. Pearson Education, 2nd edition.

Saunders, A. (2015). Financial Markets and Institutions. McGraw-Hill Education, 6th edition.

Mishkin, F. (2013). The economics of money, banking, and financial markets. Pearson Education Inc./Addison-Wesley, 10th edition.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	20.0
Reading reference manuals	14.0
Total	50.0

WORKING CAPITAL MANAGEMENT 1112		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_1112	FIN

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

Prerequisites

Knowledge of present value and future value; risk assessment and measurement; basic familiarity with financial statements. Typically, a student taking this course would have taken basic courses in financial accounting, managerial finance and statistics

Learning objectives

At the end of this course, the student will be able to:

1. Analyze the effects of working capital policies on equity value and default risk.
2. Design asset-specific working capital policies (cash, inventory, etc) given the characteristics of the industry and firm
3. Determine the best ways to raise and invest short-term funds
4. Design a comprehensive optimal working capital policy for the firm

3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 5.D Make effectual organizational decisions

Course description

None.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Individual report	Case study									
Number of hours if written												
2nd session												
Coefficient	25.0	50.0	25.0									

Evaluation

Team assignments (two), group project (with presentation), final exam.

Recommended reading

A course package will be provided to student

Work load	
Type of course	Number of hours
Lecture	16.0
Personnal work	24.0
Research	10.0
Total	50.0

AUDITING OF INVESTMENT FIRMS 1775		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_1775	FIN

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

Prerequisites

The course builds on the concepts and methods covered in basic financial markets, asset management and auditing courses. As such, it is at the crossing of finance and audit fields.

Students shall be familiar with common financial products, reading annual reports, accounting concepts such as historical cost vs fair value, and the systems of internal/external audits.

Students shall have general knowledge of asset & risk management, stock markets and the business cycle, statistical analysis.

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

Course description

The following topics will be covered during the elective:

- key actors inside/outside an investment management firm
- the changing regulatory landscape surrounding investment management firms
- financial, operational & compliance risk assessment, reporting and monitoring
- investment valuation issues
- performance measurement issues
- investor reporting
- prevention and detection of conflicts of interest
- professional standards and best practices related to the investment management services
- fraud cases and fraud detection techniques in the investment industry
- ESG issues

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Case study	Multiple choice questions	Presentation	Group project								
Number of hours if written												
2nd session												

Coefficient	20.0	25.0	15.0	40.0								
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Evaluation

Assessment will comprise MCQ, case studies, oral presentations and a group project.
 Oral general feedback on the MCQ, exercises and case studies will be given in class.
 Written e-mailed detailed feedback on group case studies will be given to each group.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	16.0
Collective project	18.0
Total	50.0

ALTERNATIVE SOURCES OF FUNDING 1780		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_1780	FIN

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

Prerequisites

The student should have some knowledge in Accounting and finance (corporate and market finance, including basic firm valuation methods).

Learning objectives

1.A Demonstrate an international mindset / 4.C Convey powerful messages using contemporary presentation techniques / 5.A Predict how business and economic cycles could affect organizational strategy / 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

This elective course is part of the Financial Transactions and Corporate Strategy major and will focus on sources of funding a company might use.

Topic covered (indicative list) will include the following

- Equity Private placement: how an entrepreneur should start raising equity ? Would include Sponsors, LMBO, financing series (seeds, serie A,...)
- Financing sources for Corporate Ventures (who are the investors ? crowdfunding, franchising, joint-venture, Licensing,...)
- short-term financing (Working Capital Management and how to make short-term Financial plannings)
- long-term equity and alike financing (IPO, Secondary, ICOs,...) on its processes and valuation issues
- Long-term debt financing (including bank and bonds, subordinated debt, high yield, vulture funds, Green and social bonds, Hybrid bonds..)
- Leasing: is that a good alternative?
- Real estate: how to value and invest in this alternative to generate funding ?

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group report	Presentation	Individual report									
Number of hours if written												
2nd session												
Coefficient	50.0	30.0	20.0									

Evaluation

None.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	14.0
Independent work	
Reading reference manuals	10.0
Total	50.0

BLOCKCHAIN FOR BUSINESS 2089		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_FIN_2089	FIN

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

Prerequisites

None

Learning objectives

By the end of the training, the participants will be able to:

Assess the viability of blockchain use-cases

Consider the business implications of blockchain

Consider the regulatory implications of blockchain

Understand the workings of public and permissioned blockchains

Understand the potential of blockchain

Assess when blockchain is a good solution and when it is not

Have a toolbox to move forward within your organization

Select the most appropriate blockchain platform depending on the use case

Design blockchain solutions

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 / 6.A Thoroughly examine a complex business situation / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

Course description

- Cryptographic concepts
- Consensus mechanisms
- Token types and features
- Smart-contracts
- Different types of blockchains
- Existing business use-cases
- Business and regulatory implications
- Security aspects
- Development of own or proposed use case

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

Coefficient	60.0	40.0										
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Evaluation

In class feedback

Recommended reading

Bitcoin, the Blockchain and Beyond (J-L Verhelst, 2017)

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	10.0
Collective project	10.0
Reading reference manuals	4.0
Research	10.0
Total	50.0

MANAGING WELL-BEING & WORK-LIFE BALANCE 1717		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_HRM_1717	HRM

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

Prerequisites

An awareness of organisational behaviour. Some experience and capacity to critically engage with peer reviewed research would be helpful.

Learning objectives

Understand the definitions of worklife balance and the connected concepts of conflict and enrichment.
 Build awareness of some of the theories which are used to examine issues of work-nonwork interface.
 Develop knowledge of the different antecedents and outcomes of work-life conflict
 Understanding of a range of interventions for reducing conflict
 Build awareness of the theory of enrichment between domains and the predictors and outcomes of enrichment.

1.C Communicate effectively in English / 2.C Generate sustainable solutions for organizations / 6.B Synthesize multifaceted information from various sources across different functional fields

Course description

The course will consist of a combination of lecturing, individual presentations, group discussions and case studies.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Presentation	Individual report	Continuous assessment									
Number of hours if written												
2nd session												
Coefficient	15.0	75.0	10.0									

Evaluation

Feedback will be provided during class sessions in response to student engagement in discussions. Students will also be given feedback on their individual presentation from the module leader, as well as via a peer feedback session. Group level feedback will be provided for the final written assessment.

Recommended reading

Indicative reading:

Beauregard, T. A., & Henry, L. C. (2009). Making the link between work-life balance practices and organizational performance. *Human resource management review*, 19(1), 9-22.

Brough, P., & O'Driscoll, M. P. (2010). Organizational interventions for balancing work and home demands: An overview. *Work & Stress*, 24(3), 280-297.

Greenhaus, J. H., & Beutell, N. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76–88.

Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31(1), 72–92. <http://doi.org/10.5465/AMR.2006.19379625>

Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a 'work-life balance' approach: An international perspective. *The International Journal of Human Resource Management*, 18(3), 360-373.

Li, A., McCauley, K. D., & Shaffer, J. A. (2017). The influence of leadership behavior on employee work-family outcomes: A review and research agenda. *Human Resource Management Review*, 27(3), 458-472.

Michel, J. S., Kotrba, L. M., Mitchelson, J. K., Clark, M. A., & Baltes, B. B. (2011). Antecedents of work-family conflict: A meta analytic review. *Journal of organizational behavior*, 32(5), 689-725.

Work load	
Type of course	Number of hours
Lecture	8.0
Interactive courses	8.0
Personnal work	15.0
Reading reference manuals	10.0
Research	9.0
Total	50.0

NEW WORK PRACTISES IN THE DIGITAL AGE 1737		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_HRM_1737	HRM

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

Prerequisites

Fundamentals of management, organization theory, management of information systems

Learning objectives

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

- Work in an international and intercultural environment, in a context of digitization, mobility, flexibility and project-based work favored by the use of information technologies;
- Understand the managerial and organizational impacts of new work practices and working arrangements in the digital age;
- Behave ethically and manage responsibly in a globalized, digital and distributed working environment;
- Foster innovation by developing new or creative work practices, working arrangements and modes of management;
- Develop managerial and leadership competences in autonomous, project-based, virtual or distant teams;
- Understand the emergence of new forms of work in the digital age (marked by the collaborative economy and platform-based work);

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 / 3.B Propose creative solutions within an organization / 3.C Organize change management processes / 4.B Compose constructive personal feedback and guidance / 4.C Convey powerful messages using contemporary presentation 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

This course develops an organizational and managerial approach of new work practices and ways of working in the digital age. It analyzes work transformations (i.e. new work practices and workplace evolutions) in the context of the digitization of our world and the collaborative economy. Several factors have broken down the nature and form of organizations, as well as their classic boundaries: the increased importance of knowledge work and service industries, the digital revolution & development of information technologies, globalization, evolutions in employee's expectations, as well as mobility issues coupled to costs and space pressures. These factors have led to the development of so-called 'new ways of working' ('NWW'). 'New ways of working' impact the social space, territoriality and materiality of organizations and present huge challenges for management and organizations. We consider that 'new ways of working' require the integrated management of technological, spatiotemporal and organizational cultural changes ('Bytes', 'Bricks' and 'Behaviors' - respectively sessions 2, 3, and 4). This course aims to investigate these transformations in the world of work and to analyze their sociological, digital, ethical, spatiomaterial impacts; it aims to better understand the evolutions of work, analyze what the organization of the future will look like, and consider the effects of such evolutions on management.

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

Type of test	Group project	Case study	Case study	Continuous assessment	Individual project							
Number of hours if written												
2nd session												
Coefficient	30.0	15.0	15.0	20.0	20.0							

Evaluation

Regular, oral and written feedback

Recommended reading

None.

Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	8.0
Personnal work	10.0
Collective project	10.0
Individual project	5.0
E-learning	2.0
Research	2.0
Outside training	
Company visit	5.0

Total	50.0
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STRATEGY FOR INTERNATIONAL BUSINESS DEVELOPMENT 1130		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_IBE_1130	IBE

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

Prerequisites

Students should have at successfully passed undergraduate economics and marketing course in order to understand basic economic and marketing concepts. Notions of geopolitics are required as well as exposure to international news.

Learning objectives

Globalization and digitalization on the economy are leaving companies with no choice: they must go international. Large corporations integrated this strategic priority. Still, large number of entrepreneurs are still not comfortable making this strategic move: how and where to sell products or services abroad? This course is dedicated to explore the challenges for going international, the strategies and tools to be implemented to start exporting and then gain additional territories and market shares through channeled partners.

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

Course is following a chronologic logic: 1- Going International: What are the export new comers challenges to be addressed 2- International Business development strategic plan construction 3- Identification of channeled partners 4- Building a B to B partnership abroad 5- Ending a partnership: from channeled sales to local implantation

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Presentation	Group project	Participation									
Number of hours if written												
2nd session	true											
Coefficient	50.0	30.0	20.0									

Evaluation

None.

Recommended reading

Euler Hermes <http://www.eulerhermes.com> ;
World Economic Forum <https://www.weforum.org/reports>

Digital Marketing (EBG edition)

Authors
Hollensen
Kotler
De Mooij
Hofstede

Work load

Type of course	Number of hours
Interactive courses	16.0
Coaching	12.0
Collective project	16.0
Research	6.0
Total	50.0

By email / phone calls

UNDERSTANDING INDIA FOR BUSINESS 1133		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_IBE_1133	IBE

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

Prerequisites

None.

Learning objectives

At the end of the course the student should be able to: - Develop understanding of business environment in India - Differentiate various regions in India and market features in those regions - Become familiar with major companies in various sectors - Become aware of key issues in managing businesses in India - Understand issues related to engaging with various stakeholders for business in India - Develop awareness of ethics, sustainability and social responsibility issues in doing business in India

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 / 2.C Generate sustainable solutions for organizations / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.C Organize change management processes / 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.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

* Key characteristics of contemporary Indian society * The Indian government, politics and bureaucracy * Indian educational system and skill availability * Indian values and their applicability to Marketing, HRM etc. * The Indian markets * Rural urban divide in India * Indian styles of management and leadership * Entrepreneurship and business innovation in India * Challenges for the expatriate executive in India

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

Evaluation

Feedback for group presentation within the class hours (collective as a class and for individual groups); Individual feedback by appointment for individual project.

Recommended reading

IESEG online <https://www.ieseg-online.com/>

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Individual project	14.0
Research	10.0
Total	50.0

BUSINESS PERFORMANCE ANALYSIS & PRODUCTIVITY ACCOUNTING 1747		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_IBE_1747	IBE

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

Prerequisites

Basic accounting
 Basic microeconomics
 Intermediate descriptive statistics
 Intermediate skills on Excel and data manipulation

Learning objectives

measure and explain business financial performance, define and measure productivity gains (LO7A)
 apply microeconomic analysis to decision methods of businesses or other management units. (LO5C, LO7C)
 bridge economic theory and management in practice (LO5A)
 use quantitative techniques such as index numbers, productivity accounting, price recoveries (LO5A)
 apply productivity accounting tools to real managerial data. (LO5D, LO7B)
 develop a research project within a multi-cultural student group (LO1A)
 present results in a professional manner (LO1C)
 1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 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

Course description

The course is divided in three chapters. First, performances of DMUs are examined through a decomposition of profit change into quantity and price effects. We present a general methodology based on productivity literature in economics to measure the economic value creation and its distribution among stakeholders. Second, quantitative methodologies such as index numbers are implemented to measure Total Factor Productivity and Price recovery changes over time. Third, a real world case study applies these productivity accounting tools in an operational and practical manner to US industries over a 32-year period. This study enables to analyse the productive performance of the U.S. economy and the distribution of the fruits of its growth.

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										
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Evaluation

Continuous assessment = participation (20%) •

Final exam = A real world project is developed in groups of several students (80%)

Recommended reading

Productive Accounting, The Economics of Business Performance
Emili Grifell-Tatjé, CA Knox Lovell, Cambridge University Press, 2015

Index Number Theory Using Differences Rather Than Ratios,
Diewert, W.E. (2005), American Journal of Economics and Sociology, 64(1): 347–395.

An Introduction to Efficiency and Productivity Analysis
Tim Coelli, D.S. Prasada Rao and Goerge E. Battese, Kluwer Academic Publishers, Seventh Printing, 2005

Productivité globale et compte de surplus, documents du Centre d'Etudes des Revenus et des Coûts, n°55/56, 1980

Work load

Type of course	Number of hours
Interactive courses	12.0
Coaching	4.0
Personnal work	14.0
Collective project	20.0

Total	50.0
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DOING BUSINESS IN MENA REGION 1755		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_IBE_1755	IBE

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

Prerequisites

Students are best served by entering the course with a good basic knowledge of intercultural management, international marketing and management.

Learning objectives

According to the latest OECD analysis, global foreign direct investment is expected to decrease drastically due to the COVID-19 pandemic by at least 30% in 2020 in the most optimistic depiction. MENA countries are likely to be even more affected due to the significant flow of FDI in the primary and manufacturing sectors and the direct and indirect effects of deteriorating oil prices. Governments in the MENA region quickly adopted policy responses to deal with the situation, thus sending a message of confidence and business continuity to all foreign investors. The course analyses the cultural and marketplace challenges and failures encountered by these foreign organizations and expatriates, as they attempt to operate in the MENA region. Likewise, it scrutinizes the MENA's organizations and managers partnering and working with foreign organizations and individuals; it finally examines numerous strategic and intercultural challenges, as to help understand foreign approaches to business strategy and relationships.

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 / 4.B Compose constructive personal feedback and guidance / 5.A Predict how business and economic cycles could affect organizational strategy / 5.B Construct expert knowledge from cutting-edge information

Course description

This course is conducted in a "seminar" style, meaning that classes will normally include a combination of instructor-led discussions related to the reading material, combined with in-class application cases. Because textbooks and related PowerPoint notes serve as an important "springboard" for further discussion, classroom presentations by the professor will not be a mere rehash of the text material but will instead use it as a platform on which to build a deeper dialogue. This type of course requires that each day, every student come to class fully prepared to discuss the material that is relevant for that class period and also to participate in any in-class team breakouts. In order to succeed in this course format, each student must be willing to contribute his/her ideas to the class discussion. I may call on you in class for feedback, so it is very important that you be prepared for the day's assignments.

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	End of term exam							
Number of hours if written	1.5	1.5	1.5	0.0	2.0							

2nd session					true							
Coefficient	10.0	10.0	10.0	30.0	40.0							

Evaluation

Participation
Cases studies
Final exam

Recommended reading

- Doing Business in the MENA Region: Insights from the EFMD Case Writing Competition
by Laoucine Kerbache, Wolfgang Amann, and Nadine Burquel
©Emerald Publishing Limited, First edition 2017

Work load

Type of course	Number of hours
Interactive courses	16.0
Coaching	0.0
Personnal work	12.0
Collective project	0.0
Individual project	10.0
Independent work	
E-learning	0.0
Reading reference manuals	12.0
Outside training	
Outside visit	0.0
Company visit	0.0
Distance learning	
remote videoconferencing	0.0
remote seminar	0.0
Total	50.0

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

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

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 questions	Individual project										
Number of hours if written												
2nd session												
Coefficient	20.0	80.0										

Evaluation

None.

Recommended reading

None.

Work load

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

INTERNATIONAL MARKETING IN EMERGING MARKETS 1172		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_1172	MKT

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

Prerequisites

Students should have followed an introductory course in marketing as well as some more advanced courses such as courses in operational marketing and consumer behaviour. Students should have the ability to do high quality secondary research. Further, they should have strong analytical skills to analyse situations and arrive at creative solutions as well as the ability to do teamwork.

Learning objectives

- Identify the key characteristics of an emerging market that are of importance to international marketers and derive implications for marketing to these markets.
 - Develop an integrated view of a particular emerging market in terms of its operating environment and consumer behaviour.
 - Develop a set of recommendations for the development and/or introduction of products and services in emerging markets.
 - Assess and synthesise information from various sources and about different fields.
 - Analyse and evaluate the relative importance of the cultural element to work in multicultural environments.
 - Demonstrate an intercultural open mindset and work efficiently in an international professional environment.
 - Make a professional quality oral presentation using adapted tools.
- 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 / 2.C Generate sustainable solutions for organizations

Course description

The course enables students to understand the particular challenges and opportunities which emerging markets present for international marketers. In a first instance, the particular context characteristics of emerging markets will be considered, and students, in multicultural teams, will apply this knowledge to research a specific emerging market. Then, the marketing challenges relating to entering and developing products for emerging markets will be considered. Emerging market strategies will be analysed. The particular role of technology and its disruptive use in emerging markets will be considered. The bottom of the pyramid will be studied as a special type of emerging market. Students will reflect on what responsible marketing in emerging markets might entail.

Industry practitioner input (if possible) will provide concrete examples of how, in practice, they enter and compete in emerging markets.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
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Type of test	Participation	Group project	Group project									
Number of hours if written												
2nd session			true									
Coefficient	20.0	30.0	50.0									

Evaluation

The course uses three assessment mechanisms:

In-class contribution: 20%

Group presentation: 30%

Group report: 50%

Recommended reading

Cavusgil, S. Tamer, Pervez N. Ghauri, and Ayse A. Akcal. Doing business in emerging markets. Sage, 2012.

Ghauri, P. and Cateora, P. International Marketing. McGraw Hill Education, 2005

Douglas, Susan P., and C. Samuel Craig. "Convergence and divergence: developing a semiglobal marketing strategy." Journal of International Marketing 19.1 (2011): 82-101.

Additional readings and other materials are posted on ieseg-online

Work load

Type of course	Number of hours
Face to face	
Interactive courses	16.0
Personnal work	10.0
Collective project	10.0
Individual project	2.0
E-learning	4.0
Reading reference manuals	4.0
Research	4.0

Distance learning	
remote videoconferencing	1.0
Total	51.0

ESSENTIALS IN DIGITAL COMMUNICATION 1707		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_1707	MKT

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

Prerequisites

Basic marketing management. Some knowledge of advertising or marketing communications is helpful.

Learning objectives

We will explore how to make effective use of the primary tools of digital marketing to enhance brand communications. Specifically, you will learn how to effectively utilize key aspects of paid-owned-earned ("POE") media, display advertising, and influencer marketing to build and support brand communications. Analyzing and creating powerful social media content will be a focal point of the course. We will also compare and contrast digital communication tools with traditional off-line advertising and their complementary usage.

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

Course description

The course will be based on lectures, outside readings, in-class exercises and a group project.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project	Continuous assessment										
Number of hours if written												
2nd session												
Coefficient	80.0	20.0										

Evaluation

Evaluation will be primarily a group project and secondarily in-class activities.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	8.0
Individual project	8.0
E-learning	4.0
Research	6.0
Total	50.0

INTERNATIONAL MARKETING SIMULATION 1711		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_MKT_1711	MKT

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

Prerequisites

The course "international marketing" is a prerequisite of this course. All students that have not followed this course will automatically be de-registered. Exchange students that have done a course similar to international marketing can participate if they contact the course coordinator with the syllabus as well as official proof of attendance of that class (e.g., grade report).

Learning objectives

- Design, implement and evaluate international marketing strategies
- Identify attractive target markets and segments and determine an appropriate market entry strategy
- Draft an international marketing plan (product, price, place and promotion)
- Understand the pros and cons of decisions related to the choice of manufacturing locations

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 / 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

In this simulation game, students work in groups on a market entry and expansion plan as a category manager for Allstar Brands, a multi-national consumer products company. The traditional markets of Western Europe, North America, and Australia have matured, and Asia has been identified as having the best potential for future growth. Countries being considered for expansion include China, Japan, India, South Korea, The Philippines and Thailand. The toothpaste brand management team must decide which of the six countries is the most attractive for their Allsmile brand and then how to expand their presence throughout the region. A regional strategy has to be developed and implemented using customized or standardized marketing programs.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Group project	Exercise	Continuous assessment									
Number of hours if written			10.0									

2nd session												
Coefficient	60.0	30.0										

Evaluation

The students will be evaluated based on in-class assignments that will help them to develop their international marketing strategy, their performance in the simulation and the synthesis of their results.

The solution of the in-class assignments will be discussed collectively in class, based on (student) presentations and questions. Feedback and results of the simulation are available directly after advancing with the simulation. Feedback and grades of individual assignments are available upon request. Grades are available within two weeks after the last assignment of the class, in line with the feedback policy of the school.

Recommended reading

Feick L., Roth M., James S. & Deighan, M. (2015), Country Manager - The International Marketing Simulation, Interpretive Software.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	8.0
E-learning	3.0
Reading reference manuals	6.0
Research	1.0
Total	42.0

NEGOTIATION AND CONTRACT LAW 1187		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_1187	NEG

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

Prerequisites

Interest in acquiring a legal perspective of contracts. Motivation to participate in class and invest time in private study.

Learning objectives

At the end of the course, the student should be able to: - Understand how the law of contracts functions in commercial negotiations and relationships in order to negotiate more effectively, to anticipate contract-related problems and to know when and how to liaise with legal counsel. In particular, students should: - Have a practical understanding of the legal system. - Understand the purpose, basic legal elements and terms of a contract and understand how contracts are made. - Be familiar with the legal framework for contracts. - Identify an unenforceable contract and understand the legal remedies in the event of a dispute

1.A Demonstrate an international mindset / 1.C Communicate effectively in English / 2.A Assess the values of the organization in which they work

Course description

A skilled negotiator must have a solid understanding of contract law, which lies at the heart of all commercial activity. This foundational course will provide students with insight into the key elements of contract law and negotiations so that they can better manage their commercial relationships and projects. Through in-class discussion and case study analysis as well as take-home assignments, students will learn theory and real-life practice. The course topics will include the legal framework surrounding contracts and the basics thereof such as the formation, performance, breach, termination and interpretation of a contract and the significance of contract towards the parties thereto and third parties. Students will also be introduced to the do's and don'ts of contract drafting.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Multiple choice questions	Group project									
Number of hours if written		2.0										
2nd session												
Coefficient	30.0	35.0	35.0									

Evaluation

Students' evaluation includes: 30% based on their class performance (presence, punctuality, participation and preparedness), 35% on in-class group assignments and 35% on final MCQ exam.

Recommended reading

Further suggested readings may be provided during class and via the internet

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	20.0
Individual project	8.0
Research	6.0
Total	50.0

ESSENTIALS OF PRACTICAL NEGOTIATION SKILLS 1191		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_1191	NEG

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

Prerequisites

None.

Learning objectives

At the end of the course, participants would be able to:

- Understand the basics of principled or integrative bargaining strategies, as laid out in the bestselling book Getting to Yes (Roger Fisher & William Ury, 1981) and differentiate them from distributive negotiation strategies.
- Apply the processes unveiled in the class role-play scenarios to real-life negotiations, perceived as all processes aiming for mutually beneficial outcomes and the creation/maintenance of long term relationships.
- Conceptualize the ins-and-outs of negotiation and apply these concepts into planning and preparing all kinds of professional negotiations. - Understand the communication processes taking place at and around the negotiation table.
- Identify the variables in the negotiation process which make principled negotiation possible, especially the key behavioral characteristics of the players.

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.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

Course description

The course will be made of a mix of theory delivered to the students and application exercises, with at least one main role play per day. Those will be based on realistic scenarios and enable participants to practice negotiation in real-life settings. Extended class discussions will be used to guarantee appropriation of the course concepts and the creation of linkages with the participants' own experiences. The course will cover universally applicable negotiation tools, methods and skills. In particular, the following aspects will be presented: integrative (win-win) vs. distributive (e.g. money) negotiation settings, zone of possible agreement, planning and preparation, creativity, communication and process. The objective is to provide students with key analysis grids and tools to better understand negotiation, and hence negotiate more effectively in various settings.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Written exam										

Number of hours if written		2.0										
2nd session												
Coefficient	60.0	40.0										

Evaluation

Students are evaluated based on their performance in negotiation role plays and on their behavior during the course (presence, participation, punctuality, involvement in role plays) and through an exam based both on the course compulsory book and lecture content. Collective feedback will be provided on the different assignments and the negotiation role plays. Whenever applicable, feedback will be related to the learning goals and learning objectives of the course, which will be communicated to all students at the beginning of the course.

Recommended reading

Class book (Required): Fisher R, Ury W & Patton B. Getting to Yes. Penguin Books ; Lewicki, R.J., Barry B. & Saunders D.M. (2009) Negotiation 6th edition. McGraw Hill.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	34.0

Total	50.0
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RELATIONSHIP MANAGEMENT IN EMERGING MARKETS 1740		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_1740	NEG

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

Prerequisites

Marketing

Learning objectives

- differentiate between b2b and b2c marketing
- appreciate the impact that internal and external elements have on b2b purchasing behaviour
- understand the need for b2b firms to coordinate their activities through value chains
- understand how b2b firms are embedded within dynamic b2b networks
- understand and appreciate alternative frameworks for analysing the impact of culture on long-term b2b relationships
- understand the key concepts of trust and social capital within exchange transactions
- describe the key elements of enduring long-term b2b relationships
- appreciate the difficulties in building enduring long-term relationships with exchange partners across national borders
- appreciate some of the difficulties associated with undertaking market research in the emerging economies

1.A Demonstrate an international mindset / 1.B Successfully collaborate within a intercultural team / 1.C Communicate effectively in English / 6.A Thoroughly examine a complex business situation

Course description

2 x 2 hour lecture/tutorial/seminars per day for four days

Regrettably, due to the COVID-19 global pandemic and international travel restrictions, classes may be conducted via Zoom

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	End of term exam	Case study										
Number of hours if written	2.0											
2nd session	true	true										
Coefficient	40.0	60.0										

Evaluation

Written evaluation of case study

Oral response to questions/clarification of teaching material

Recommended reading

- Ellis, N. 2011. Business-to-business marketing. Relationships, networks and strategies. Oxford University Press.
- Anderson, J.C., Hakansson, H. and Johanson, J. 1994. Dyadic business relationships within a business network context. *Journal of Marketing*, 58(4): 1-15.
- Batt, P.J. and Rexha, N. 1999. Building trust in agribusiness supply chains: a conceptual model of buyer-seller relationships in the seed potato industry in Asia. *Journal of International Food & Agribusiness Marketing*, 11(1): 1-17.
- Batt, P.J. and Purchase, S. 2004. Managing collaboration within networks and relationships. *Industrial Marketing Management* 33 (2004) 169–174
- Halinen, A. and Tahtinen, J. 2002. A process theory of relationship ending. *International Journal of Service Industry Management*, 13(2): 163-180.
- Hingley, M.K. 1995. Power to all our friends? Living with imbalance in buyer-seller relationships. *Industrial Marketing Management*, 34: 848-858.
- Morgan, R.M. and Hunt, S.D. 1994. The commitment-trust theory of relationship marketing. *Journal of Marketing*, 58(3): 20-38.
- Webster, F.E. 1992. The changing role of marketing in the corporation. *Journal of Marketing*, 56(4): 1-17.
- Wilson, D.T. 1995. An integrated model of buyer-seller relationships. *Journal of the Academy of Marketing Science*, 23(4): 335-345.
- Fletcher, R. and Fang, T. 2006. Assessing the impact of culture on relationship creation and network formation in emerging Asian markets. *European Journal of Marketing*, 40(3/4): 430-446.
- Hofstede, G. 1994. The business of international business is culture. *International Business Review*, 3(1): 1-14.
- Hooker, J. 2009. Corruption from a cross-cultural perspective. *Cross Cultural Management* 16(3): 251-267.
- Schwartz, S.H. 1999. A theory of cultural values and some implications for work. *Applied Psychology: an International Review*, 48(1): 23-47.
- Smith, P.B., Dugan, S. and Trompenaars, F. 1996. National culture and the values of organisational employees: a dimensional analysis across 43 nations. *Journal of Cross Cultural Psychology*, 27(2): 231-264.
- Batt, P.J. 2016. Key success factors in mobilising collaborative farmer groups. In Da Silva, C., Mpagalile, J., van Rooyen, J. and Rizzo, C. (ed). Enabling more inclusive and efficient food and agricultural systems in Africa. FAO session at the IFAMA World Forum. 18 June 2014, Cape Town, South Africa. 45-56.
- Batt, P.J. 2008. Building social capital in networks. *Industrial Marketing Management*, 47: 487-491.
- Christy, R., Mabaya, E., Wilson, N., Mutambatsere, E. and Mhlanga, N. 2009. Enabling environments for competitive agro-industries. In da Silva, C.A., Baker, D., Shepherd, A.W., Jenane, C. and Miranda da Cruz, S. *Agro-industries for Development*. CABI and FAO.
- Karhunen, P., Kosonen, R., McCarthy, D.J. and Puffe, S.M. 2018. The darker side of social networks in transforming economies: corrupt exchange in Chinese guanxi and Russian blat/svyazi. *Management and Organization Review* 14:2, 395-419.
- Lyon, F. 2000. Trust, networks and norms: the creation of social capital in agricultural economies in Ghana. *World Development*, 28(4): 663-681.
- Berger, R., Silbiger, A., Herstein, R. and Barnes, B.R. 2015. Analysing business-to-business relationships in an Arab context. *Journal of World Business*, 50: 454-464.
- Shaikh, H.A., Purchase, S. and Brush, G. 2019. Arabic business relationship. *Journal of Business and Industrial Marketing* 34(2): 412-425.
- Yen, D.A., Barnes, B.R. and Wang, C.L. 2011. The measurement of guanxi: introducing the GRX scale. *Industrial Marketing Management*, 40: 97-108.

Work load

Type of course

Number of hours

Interactive courses	16.0
Collective project	16.0
Independent work	
Reading reference manuals	18.0
Total	50.0

DECISION-MAKING FOR MANAGERS 1845		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_NEG_1845	HRM

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

Prerequisites

+ It is recommended that students attending the course are able to understand and speak English and that they have a basic knowledge of social cognition theories. It is therefore recommended -- but not required -- that students have taken an introductory course to social and/or cognitive psychology before participating in the course on Decision making for Managers.

Learning objectives

+ Understand the socio-cognitive processes underlying the decision-making processes of managers.
 + Apply the processes unveiled in the class role play scenarios to real-life decision-making situations.
 + Use scientific knowledge to appraise possible risks in decision-making situations and implement strategies to improve decision-making processes.
 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.D Make effectual organizational decisions / 6.A Thoroughly examine a complex business situation

Course description

The course is highly interactive with many exercises and simulations. The content is learned in a combination of class lectures, practical assignments, simulations, and class discussions.

The following topics will be covered:

- Rules and concepts of decision making in a managerial context
- Heuristics in individual decision-making
- Heuristics in collective decision-making
- Heuristics in ethical decision-making

- + Session 1: Heuristics in individual decision making
- + Session 2: Heuristics in collective decision making
- + Session 3: Heuristics in ethical decision making
- + Session 4: Workshop - Decision-Making Profiler

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Participation	Individual project	End of term exam									
Number of hours if written			2.0									
2nd session												
Coefficient	30	30	40									

Evaluation

Students will receive grades for the main assignments. Students will receive personalized feedback on their performance in class and online activities via the Decision-Making Profiler. This feedback will integrate suggestions about concrete strategies to implement in order to improve the way they make decisions.

Recommended reading

- + Fiske, S. T., & Macrae, C. N. (Eds.). (2012). The SAGE handbook of social cognition. Sage.
- + Stangor, C., Jhangiani, R., & Tarry, H. (2014). Principles of social psychology. BCcampus.

Work load

Type of course	Number of hours
Lecture	0.0
Interactive courses	16.0
Directed work	0.0
Coaching	0.0
Personnal work	10.0
Collective project	12.0
Individual project	4.0
E-learning	0.0
Reading reference manuals	6.0
Research	0.0
Outside training	
Outside visit	0.0
Company visit	0.0
Distance learning	
remote videoconferencing	0.0
remote seminar	0.0
Total	52.0

BUSINESS PROCESS ANALYSIS 1199		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_OPS_1199	OPS

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

Prerequisites

If you are weak in terms of the below knowledge, do not enroll in this course.

- 1) General knowledge (e.g., compute average);
- 2) Basic math. knowledge (e.g., algebra);
- 3) Substantial knowledge of statistics and probability (e.g., sample size, number of samples, the bell curve of normal distributions);
- 4) Background knowledge of operations/supply chain management; and
- 5) Basic problem analysis skills (e.g., understand the meaning of a text).

Learning objectives

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

- Design processes to serve customers in a timely fashion while maintaining high productivity,
- Understand the role of demand forecasting and generate forecasts using suitable forecasting techniques,
- Understand and further select suitable quantitative models to control processes such as high product quality can be maintained,
- Understand the reasons for queues often seen in business processes and develop quantitative approaches to reduce queues.

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

Course description

Session 1: Process analysis and selection
 Session 2: Demand forecasting
 Session 3: Quality control Part I: statistical process control
 Session 4: Quality control Part II: process capability
 Additional: Waiting line management

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Written exam	Group project	Participation									

Number of hours if written	2.0											
2nd session												
Coefficient	50	30	20									

Evaluation

Feedback will be given both face-to-face and in written communications.

Recommended reading

There are no compulsory textbooks for this course. The below books are recommended for reading.

1. Operations Management, (chapter 4 for demand forecasting, supplement 6 for control charts and process capability) J. Heizer and B. Render, Pearson, ISBN 13: 978-0-27-375595-1, ISBN 10: 0-27-375595-1.
2. Operations Management, W.J. Stevenson, 10th Edition, McGraw-Hill/Irwin, 2009, ISBN: 0070091773, 9780070091771. (Other editions are fine as well.) (chapter 2 for productivity, 3 for demand forecasting, 5 for process selection, 10 for control charts and process capability, and 18 for waiting line management)
3. Operations Management for Competitive Advantage with Global Cases, (chapters 5 for process analysis, 6 for process selection, technical note 8 for control charts and process capability) R. B. Chase, R. R. Jacobs, and N.J. Aquilano, McGraw-Hill/Irwin, 2009, ISBN: 0-07-111552-8.
4. An Introduction to Management Science: Quantitative Approaches to Decision Making, D.R. Anderson, Sweeney, D.J., William, T.A., Camm, J.D., and Martin, R.K., 13th Edition, South-Western Gengage Learning, 2011, ISBN-13: 978-1111532222. (Other editions are fine as well.) (chapter 12 for waiting line management) ;
4. IESEG ONLINE IESEG ONLINE

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	6.0
Collective project	4.0
Reading reference manuals	6.0

Total	32.0
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CLOSED-LOOP SUPPLY CHAINS & REVERSE LOGISTICS 1201		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_OPS_1201	OPS

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

Prerequisites

Supply Chain Management course

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 / 3.A Breakdown complex organizational problems using the appropriate methodology / 3.B Propose creative solutions within an organization / 3.C Organize change management processes / 5.B Construct expert knowledge from cutting-edge information / 6.A Thoroughly examine a complex business situation / 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

Course description

Lecture
 Group Discussions
 Case Study
 Group Projects

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Individual project	End of term exam										
Number of hours if written	1.0	1.0										
2nd session												
Coefficient	0.5											

Evaluation

Online Feedback/Teaching Evaluations

Recommended reading

None.

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	2.0
Individual project	6.0
E-learning	2.0
Reading reference manuals	8.0
Research	8.0
Distance learning	
remote videoconferencing	16.0
Total	42.0

There will be quiz/tests, exam, and individual projects as part of the assessment of the student's knowledge.

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

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

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 questions	Individual project	Individual project	Individual project								
Number of hours if written												
2nd session												
Coefficient	10.0	30.0	30.0	30.0								

Evaluation

MCQ quizzes (10%)

Data Visualization Project (30%)

Data Sourcing Project (30%)

Data Analysis Project (30%)

Recommended reading

None.

Work load

Type of course	Number of hours
Individual project	25.0
E-learning	25.0
Total	50.0

PREPARATION AU DELF B1 ET B2 0520		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_0520	LAN_FRE

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

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	Continuous assessment	Participation	Digitalization	End of term exam								
Number of hours if written				1.5								
2nd session												
Coefficient	20.0	20	20	40.0								

Evaluation

Detailed and regular individual feedback will be provided by professors to students to help them in their progression and help them if necessary

Recommended reading

Réussir le DELF B2, éditions DIDIER ; Réussir le DELF B1, éditions DIDIER ; Intranet de l'école www.ieseg-online.com

Work load	
Type of course	Number of hours
Face to face	
Interactive courses	16.5
Independent study	
Personnal work	32.0
Independent work	
E-learning	1.5
Total	50

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

BIEN PRONONCER LE FRANCAIS 0521		
2021 - 2022	Credit : 1	IÉSEG - School of Management
Class code :	2122_SYL_LAN_FRE_0521	LAN_FRE

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

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	Continuous assessment	Digitalization	Participation	End of term exam								
Number of hours if written												
2nd session												
Coefficient	20.0	20.0	20	40.0								

Evaluation

Continuous assessment : 60%
 > quizzes and activities : 20%
 > digitalization: 20%
 > participation : 20%
 Final exam : 40%

Recommended reading

Work load	
Type of course	Number of hours
Lecture	14.6
Personnal work	9.2
E-learning	1.2
Total	25

FRENCH AS A FOREIGN LANGUAGE (AVANCE) 2553		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_2553	LAN_FRE

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

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 assessment	Digitalization	Participation	End of term exam	Oral assessment							
Number of hours if written				1.5								

2nd session												
Coefficient	30	10	10	25	25							

Evaluation

A detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

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
Total	50

FRENCH AS A FOREIGN LANGUAGE (BEGINNER) 2229		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_2229	LAN_FRE

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

Prerequisites

None.

Learning objectives

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 BEGINNER +. At the end of the course, students should reach BEGINNER + 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, . Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

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

Course description

Students will work on the 4 skills : listening, reading, speaking and writing . We will study the following thematic : Introducing himself-herself/ Buying in food shops/ Ordering and take away in a restaurant.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous assessment	Digitalization	Participation	End of term exam	Oral assessment							
Number of hours if written				1.5								
2nd session												
Coefficient	30	10	10	25	25							

Evaluation

Detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

Recommended reading

Provided by the course lecturers

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	27.5
E-learning	6
Total	50

FRENCH AS A FOREIGN LANGUAGE (BEGINNER) 2549		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_2549	LAN_FRE

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

Prerequisites

None.

Learning objectives

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 BEGINNER +. At the end of the course, students should reach BEGINNER + 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,

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

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

Course description

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

We will study the following thematic : Introducing himself-herself/ Buying in food shops/ Ordering and take away in a restaurant.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous assessment	Digitalization	Participation	End of term exam	Oral assessment							
Number of hours if written				1.5								
2nd session												
Coefficient	30	10	10	25	25							

Evaluation

Detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

Recommended reading

Provided by the course lecturers

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	27.5
E-learning	6
Total	50

FRENCH AS A FOREIGN LANGUAGE (BEGINNER +) 2550		
2021 - 2022	Credit : 2	IÉSEG - School of Management
Class code :	2122_SYL_LAN_FRE_2550	LAN_FRE

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

Prerequisites

None.

Learning objectives

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

Course description

None.

Assessment / Feedback												
Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous assessment	Oral assessment	End of term exam	No assessment	No assessment							
Number of hours if written			1.5									
2nd session												
Coefficient	50.0	25.0	25.0									

Evaluation

None.

Recommended reading

Provided by the course lecturers

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.7
E-learning	1.8
Total	50

FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE) 2551		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_2551	LAN_FRE

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

Prerequisites

Beginner +

Learning objectives

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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

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

Course description

Become an independent user (intermediate level - 1st part) in the 4 skills.

1st topic: Talk about yourself, share your experiences, and memories: Talk about your daily life and tastes. Talk about personal, cultural and geographical background. Describe a picture. Tell a memory and give impressions.

2nd topic: Talk new food trends: Talk about eating habits. Describe a dish, a recipe. Discuss new food trends (vegan, organic...) and responsible consumption.

3rd topic: Talk about the future, the environment and new technologies: Talk about environmental issues. Talk about progress. Describe innovative products. Give your opinion.

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

2nd session												
Coefficient	50.0	25.0	25.0									

Evaluation

Placement test in the 4 skills

- Online test (listening, reading, writing, grammar and vocabulary exercises)
- 1 MID-TERM EXAM (grammar and vocabulary exercises FlowMulti)
- 1 Speaking exam during the semester
- 1 Final exam (grammar and vocabulary exercises FlowMulti)

Recommended reading

- Défi 2, EMDL
- ICI 2, Clé International
- VO 2, EMDL
- Communication Progressive du Français, niveau intermédiaire, Clé International
- Le DELF A2 100% réussite, didier

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	24.5
E-learning	1.5

Total	50
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FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE +) 2552		
2021 - 2022	Credit : 2	IESEG - School of Management
Class code :	2122_SYL_LAN_FRE_2552	LAN_FRE

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

Prerequisites

Intermédiaire

Learning objectives

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

*Referring to the learning goal of school : - Work in an international and intercultural environment - Demonstrate an intercultural open mindset - Produce professional quality documents (appropriate to the language level) - Make professional quality oral presentations using adapted tools

*Referring to the Common European Framework of Reference for Languages and depending on the level: - Understand key points when clear and regular language is used while discussing familiar subjects -understand everyday language in written texts, descriptions of events, expressions of feelings and wishes in personal letters - Express themselves in an uncomplicated way when describing experiences and events, hopes and objectives in the context of explaining projects and opinions -writing a simple and coherent text about familiar subjects, as well as personal letters that describe experiences and impressions - Master both oral and written French which can be used in the world of work - Master both oral and written French which can be used in everyday communication in the business world

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

Course description

Theme 1: Culture, society and identities

Compare and comment on lifestyles

Generational differences

Cultural symbols and stereotypes

(Express your opinion and feelings)

Theme 2: Work

Talk about their background / experiences (academic and professional); The French school system

Talk about your soft skills, hard skills and knowledge

(State ambitions and objectives)

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12
Type of test	Continuous assessment	Oral assessment	End of term exam									

Number of hours if written			1.5									
2nd session												
Coefficient	50.0	25.0	25.0									

Evaluation

A detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

CONTINUOUS ASSESSMENT : 50 % > Midterm : 30 %; participation : 10 % ; digitization : 10%

FINAL EXAM : 50 % > Written exam : 25% : oral speaking exam : 25%

Recommended reading

GRAMMAIRE PROGRESSIVE DU FRANÇAIS/CLE INTERNATIONAL ; IESEG Online <http://www.ieseg-online.com/>

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.7
E-learning	1.8
Total	50

